

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 [] Choice

Name of Principal Mrs. Lori Chaplin Masterson

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

Official School Name Surfside Elementary School

(As it should appear in the official records)

School Mailing Address 475 Cassia Blvd

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

City Satellite Beach State FL Zip Code+4 (9 digits total) 32937-3114

County Brevard County State School Code Number* 6061

Telephone 321-773-2818 Fax 321-777-1841

Web site/URL http://www.edline.net/pages/Surfside_Elementary_School/ E-mail Masterson.Lori@Brevardschools.org

Twitter Handle _____ Facebook Page _____ 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 Public Schools 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 Mrs. 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):
- 55 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 11 High schools
 - 0 K-12 schools
- 77 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. 1 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 | 24 | 49 |
| 1 | 35 | 30 | 65 |
| 2 | 27 | 26 | 53 |
| 3 | 29 | 29 | 58 |
| 4 | 19 | 38 | 57 |
| 5 | 27 | 25 | 52 |
| 6 | 27 | 30 | 57 |
| 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 | 189 | 202 | 391 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 1 % 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: 5%

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 | 12 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 7 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 19 |
| (4) Total number of students in the school as of October 1 | 390 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.049 |
| (6) Amount in row (5) multiplied by 100 | 5 |

7. English Language Learners (ELL) in the school: 1 %
3 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: French; Kurdish
8. Students eligible for free/reduced-priced meals: 23 %
 Total number students who qualify: 88

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: 9 %
37 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.

- | | |
|--------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 3 Other Health Impaired |
| 0 Deaf-Blindness | 9 Specific Learning Disability |
| 0 Emotional Disturbance | 23 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 12 Multiple Disabilities | 1 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 | 22 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 7 |
| 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. | 1 |

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 18:1

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% | 96% | 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 X

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

PART III – SUMMARY

Surfside Elementary is nestled in the quiet beachside community of Satellite Beach, Florida. The town of Satellite Beach is home to a mix of working class and professional families. From the moment anyone steps on our campus, they are aware of the inviting, family-like environment that makes our school so special. Our school campus is quaint and open in its layout and the property encompasses many green spaces. All of the members of our school family work together to make Surfside a place where children love to learn and grow, parents feel safe in entrusting us with their most precious cargo, and teachers and administrators work diligently to make sure that each child is provided with an abundance of meaningful experiences.

During the 2012-13 school year, Surfside celebrated its fiftieth birthday, welcoming back alumni who include school administrators, police and firemen, doctors, teachers, professional surfers and business owners. When sharing their experiences and memories from Surfside, the common theme of “close-knit community” was prevalent. This is why Surfside is home to many three-generation families who choose to live in the Satellite Beach area.

We strongly believe in building positive relationships and therefore believe that students perform well because of those relationships. Teachers greet their students at the classroom door each morning. This is a prime opportunity for teachers and parents to touch base as well. This kind of informal communication is an integral part of relationship building. We teach children to love what they do by showing them that we love what we do. Teachers and volunteers share their passions through extracurricular clubs like: Panther Pacers Running Club, Panther Pride Dance Team, Recycle Art Club, and 4H Garden Club.

In times of budget constrictions and limitations, Surfside teachers and school leaders think outside of the box to provide impactful learning opportunities for all students. Activity teachers double as small group tutors and work with children struggling in reading, mathematics, and writing. Classroom teachers work collaboratively to share ideas that support the standards and use resources outside of the district-adopted materials. School leaders have reached out to the community to increase the amount of business partners who help support supply and technology budgets. Everyone works together and it is because of our collaborative spirit that our students perform so well.

Volunteerism is a crucial component to the success of our school. On any day of the week, during any season, you can find volunteers reading with students on our many picnic benches, talking with students about plants and insects native to Florida, helping students harvest herbs and vegetables from the raised bed gardens, and practicing multiplication facts with small groups in our CARE (Creative Arts and Reading Environment) facility. Our Parent Teacher Organization (PTO) and School Advisory Council (SAC) groups meet regularly to plan events to fundraise for technology and playground needs.

Surfside has earned the distinction of being an “A” school in the state of Florida for the past 10 consecutive years. Even during periods when many schools state-wide experienced drops in test scores and our percentage of students on free/reduced lunch increased, Surfside Elementary maintained its “A” school status. This year, the Governor recognized Surfside Elementary as 22nd in the state (out of 1780 elementary schools) in reading proficiency and 9th in the state in mathematics proficiency. This is a direct result of teachers’ dedication to their students.

Our teachers also show their dedication to the families of Satellite Beach through their involvement in a wide variety of community outreach programs. Each year, Surfside heads a Relay For Life team, which raises funds for the American Cancer Society. Staff members serve as coaches and board members in youth sports programs, as Scout leaders and as volunteers in many other service and religious organizations. Our staff coordinates and delivers donations of food and necessary items to those less fortunate in our school family.

Surfside Elementary is successful because we are a family. Our family's mission, a place where staff, students, and parents work together to encourage children to reach their maximum potential for learning, problem solving, and responsible citizenship, is lived daily with fidelity. You can't hide that Panther Pride!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a)

Florida utilizes the Florida Comprehensive Assessment Test (FCAT) for assessed students. In 2011 Florida transitioned to the Next Generation Sunshine State Standards (NGSSS) affecting FCAT testing and a new title, FCAT 2.0, began. Most elementary schools in Florida are K – 5, yet Brevard hosts grade 6 within the elementary schools. Therefore, Surfside Elementary assesses students in grades 3 – 6 annually with the FCAT 2.0 Reading and FCAT 2.0 Mathematics; additionally students in grade 4 take the FCAT 2.0 Writing and those in grade 5 take the FCAT 2.0 Science. We regularly rank in the top 10 percent in Florida in each grade level and subject area, successfully climbing an uphill path. We are a small school with minimal service support and have been able to be so successful on a limited staff roster.

Students receive an Achievement Level score from the state that ranges from 1 – 5 in reading, math, and science. Writing scores range from 0 – 6. Level 3 in reading, math, and science is considered meeting the proficiency level for Florida. A score of a 3.5 is the passing score for writing. A student earning a Level 4 or higher on the three core subject tests is ranked in the high performing category; a child with a Level 1 or 2 is noted as performing below grade level. Our state puts promotion restraints on children scoring a Level 1 as this is substantially below grade level. A child earning a Level 2 may be promoted, yet is provided remedial instruction.

It is our priority at Surfside to set high expectations and annually raise the percentage of students performing at Levels 4 and 5. We intentionally plan our instruction and questioning techniques, as well as assigned projects and content to students, around research utilizing high - yield instructional strategies.

b)

The demographics of Surfside Elementary's student population are limited in ethnicities and special needs students and therefore does not qualify for subgroup populations or have any achievement gaps. We are able to place any struggling students in intervention groups whenever needed no matter of descriptor definitions. As a proactive measure, our staff receives a chart at the start of each year that shows our population by grade level and lists all students on free and reduced lunch, those that receive special services, and those that fall into a race category.

When reviewing Surfside's data trends over the last five years, we are happy to report that 84 percent and higher of all tested students met the proficiency levels in reading and 80 percent and higher met the proficiency levels in mathematics. For the percentage of our students qualifying in the advanced levels during this period, over half of our tested population earned these high marks for all but one grade during just the most recent year in reading. In mathematics, 40 percent or more of our population received the advanced level scores each of these years, with our most recent year showing significant gains over the five - year window.

During the 2011-2012 academic year, a statewide drop in scores for most grade levels and subject areas tested was witnessed. However, Surfside continued to earn great accountability scores as we adjusted to the changes in curriculum and scoring ranges of our state - designated FCAT tests. Florida transitioned from the “Sunshine State Standards” as our designated curriculum to the “Next Generation Sunshine State Standards (NGSSS).” To correlate with the changes in the curriculum, the state amended our assessment to the FCAT 2.0 and realigned the achievement level charts and point ranges to meet minimum expectations. The percentage of students meeting standards overall in the state of Florida was predicted to drop during this assessment year.

Fortunately, upon receipt of this information, our school and staff reacted proactively and used past student performance to place children into hypothetical charts with the new cut scores showing us how we could be affected if no changes were made in our instructional philosophies. This helped us create our school-wide goal to increase our usage of the high - yield instructional strategies. We also made it a priority in our

school improvement plan to attend to our high performing students and strive to increase the proficiency of students scoring in the higher achievement levels as well as analyze our subcategory scores within each subject area and monitor each independently to further determine our strengths and needs. Attention is continuously paid to our free and reduced lunch population and though this percentage in our school has increased tremendously over the past five years to 22 percent, we have been able to keep our scores at impressive levels.

As a staff, we are strong at analyzing data and determining areas in need of improvement. Additionally, we pride ourselves on allowing our instructional staff the creativity and freedom to choose resources outside of our district - adopted curriculum programs to fit identified student needs. We see amazing technology incorporations, novel enhancements, and a multitude of hands-on learning activities involving the arts and critical thinking of students across our classrooms. We realize, as teachers, must change our initiatives with the times and want to continue to make learning fun in a realistic fashion with our students. We are blessed with a population that rises to our challenges.

2. Using Assessment Results:

Surfside Elementary staff actively reviews student assessment data and teams work collaboratively to share classroom successes with one another helping our grade levels become unified in instructional practices and assessment results. Our county has a mandated assessment schedule that includes district - required assessments in all core subject areas, as well as computerized and one-on-one assessments with FAIR Testing (Florida Assessments for Instruction in Reading). We are proficient with gathering formative assessment results more regularly with anecdotal measures to help us determine if our students are meeting our daily instructional expectations.

Each summer Surfside's FCAT results are analyzed thoroughly. Charts are made ranking our areas of largest growth and our areas in need of continued focus. We look further than the overall Achievement Level of each child, but at the percentage of our kids that are reaching mastery levels (70 percent or more of the questions answered correctly) in each subcategory of these tests. In reading, areas are broken down into Vocabulary, Reading Application, Literary Analysis, and Informational Text. For mathematics, the categories are Operations/Probability & Statistics, Fractions, and Geometry/Measurement. At the start of each year, teachers receive a list of those students who earned scores under the mastery levels so they may quickly form remediation groups and catch these students up before the year is too far underway.

Our grade level teams are very professional and cohesive in their planning as well as in their ability to share strengths and weaknesses as we analyze our district - required assessment data. Following each assessment, teachers receive a copy of this test noting the percentage of students selecting each answer to each question. This allows us to identify any misconceptions and discuss ideas to correct this error. If we find a teacher whose class percentage was high on particular question we are able to quickly learn from each other and apply these best practices throughout our classrooms.

Following each assessment window of FAIR testing, our grade levels look closely at what we call a "Four Square Chart," further breaking down student scores of children in each of those categories to locate more detailed weaknesses in skills and creating a more prescriptive intervention program for these children. Areas of scrutiny with this test are phonological awareness, spelling, vocabulary, and comprehension.

Teachers take time to communicate with students and parents regularly about their progress. Individual teacher/student conferencing to celebrate successes and set goals for future performance are a large part of what makes our relationships strong at Surfside Elementary. In our community, a large number of parents walk their children to and from classrooms where regular opportunities exist to communicate with the teacher and hear news about daily experiences and curriculum expectations. Teachers also utilize electronic measures to email, send newsletters, share grades by posting to a district system, and host websites with links to resources and documents that can all help families better understand the on goings of their child's education.

3. Sharing Lessons Learned:

Surfside Elementary shares initiatives, lessons learned, and best practices with colleagues in our county, state, and professional associations. With information readily available electronically, we have received calls and emails from interested parties asking us to share what we are doing. Just recently our assistant principal received a call from Texas inquiring about our grade 4 math scores, specifically how we organized our instructional blocks and how our instructors presented the materials.

Surfside educators have developed and hosted workshops or mini-conferences in our district and state. Some of our staff members are recipients of local and national awards as well. Our science chairperson was one of the few selected to present at a recent district event, which was planned to motivate and encourage Brevard's best educators. Our math chairperson served summer months on a district committee compiling pacing guides and assessments for our district and is a resource to other teachers in our district as they learn the components of the new resource guide she helped to create with this team.

Technology has been a large contributor to our success at Surfside and we are proud two-time recipients of the ATTAIN award (Achieving Technology Through Advancement and INnovation). We were asked to present at a televised and video-taped school board meeting last year highlighting some of our major focuses and what preparations and planning went in to the organization of our program, such as funding resources, goal setting, and community support. We have linked this video to our school website so anyone can view it and learn from our experiences. Our school is fortunate enough to house two computer labs, which contain Apple computers. We have several iPad stations in all of our grade levels and keep current on applications that are enjoyable and educational for children. Our website lists these apps for parents so they can also place these programs on their personal computers where children can continue their love of learning outside of our classrooms.

We are fortunate our district provides minimal funding for substitutes that allow teachers to observe other classrooms in Brevard for professional development. We also contribute some of our own substitute funds to supplement this district endeavor. Our school is often sought out as a place local teachers want to visit and we are always welcome to host such guests.

4. Engaging Families and Community:

The beachside community of Satellite Beach, where Surfside Elementary resides, is family oriented and committed to the education and well-roundedness of our youth. We are a true neighborhood school where everyone zoned into our attendance boundaries lives less than two miles away from the school and can walk, ride their bikes, skateboard, or come by family car each day. Neighbors and extended family help each other out, and our staff has consistently made this a school where everyone knows each other and new students/families become familiar with the school community quickly.

We are quick to introduce ourselves to new faces, extend personal phone calls frequently and regularly, and intervene with academic struggles the moment a child starts to slip. We will accommodate for children with special needs and commit ourselves to the required paperwork necessary to ensure appropriate programs and/or assistance measures are found for children with circumstances that need further attention.

We love to host family events both on and off campus. Next month will be our annual Publix Super Market Math night, which has been a tradition of ours for over a decade. Children and their families meet the staff of Surfside at the entrance of Publix and pick up an educational assignment for their grade level where they locate items in the store, find the best value of an item, organize a cost efficient meal, etc. all while doing their family grocery shopping. Publix supports this event by providing gift cards that are awarded through a drawing to one child/family per grade level upon completion of the worksheet.

In addition to corporate business partnerships, such as Publix, Surfside benefits from many local, family-run businesses which choose to support our school. Partnerships such as these have more than doubled in the past year and are crucial to Surfside's success. Local, private businesses and civic organizations have

provided monetary and in-kind gifts such as staff shirts, labor to maintain our many green spaces, computers and applications, healthy snacks and water for students participating in physical education programs and supplies to support core subject area activities.

Annually we also host a Mad Science night during which every faculty member engages in a hands - on science activity on our campus and families spend a fun - filled evening enjoying these educational experiences, socializing with neighbors and friends, and having their dinner and dessert among our company. We celebrate Veteran's Day publically, host a family Walk to School Day, have a parent run Garden Club, and have an annual tradition of the entire community coming to support our grounds maintenance on our Make A Difference Day.

Activities for special events are strategically planned so that families are exposed to curriculum standards and areas in need of improvement according to the annual analysis of our schools academic needs as noted in our school improvement plan.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Surfside Elementary believes in teaching the whole child. Because of this philosophy, our faculty works diligently to explore a variety of resources beyond state-adopted texts to promote student success. While subjects are taught in isolation, they are integrated with each other as well so students can make meaningful connections to the real world. Technology permeates core subjects daily. We adhere to all district and state mandates and curricular requirements, but by and large, teachers enhance their lessons by seeking outside resources – this is one of the reasons Surfside is so successful. Teachers are valued for their professional experiences, practices, and judgments and, therefore, the teacher turnover rate at Surfside is extremely low.

Technology is an integral part of Surfside’s curriculum. A valued member of the Surfside staff is our full-time technology specialist. Because of her dedication and willingness to teach, students and teachers have unlimited access to her expertise. Access to our technology is never halted due to problems or glitches. The technology specialist is proactive in maintaining our infrastructure and computer labs but is also readily available to address a technical issue should one arise. Our technology specialist also facilitates and coordinates technology professional development for our school. Surfside uses Apple computers, which allows student and teachers access to a variety of educational applications. Our technology specialist keeps Surfside current by researching applications, sharing meaningful ones, and training teachers on their implementation.

Reading is at the core of our instruction. Our district provides us with state-adopted texts, which serve as a resource for teachers. Literature circles and a variety of other research-based strategies are used to peak students’ interest in reading. Teachers survey students to collect information about their personal interests and then seek reading materials related to those interests.

Writing is the focus of our school improvement plan this year. Teachers decided as a faculty to make this our focus because of the increased amount of writing in response to text that is required across the curriculum. To celebrate this focus, new display cases were purchased to house our Writers’ Wall of Fame. One student per class is chosen each month to have a piece of their writing displayed for the school family to see. Students are recognized in the monthly newsletter and given a Panther pencil when their writing is returned to them. Students are proud of their writing accomplishments and look forward to seeing their peers’ work each month.

Surfside students benefit greatly from our central geographic location. Brevard County and central Florida offer an abundance of opportunities for social studies and science-related study trips. Our students have the opportunity to experience behind the scenes tours at the Kennedy Space Center, work with Junior Achievement volunteers to learn about our economy, meet Josh the Otter and learn about water safety from the local Kiwanis group, participate in maintaining the beauty of our campus through Keep Brevard Beautiful, experience the life cycles of butterflies, chickens, and ducks on our campus, and grow their own herbs and vegetables in our raised bed gardens. Additionally, civic leaders and local experts volunteer their time with our students to provide them with hands-on experiences, which will prepare our students for secondary school, college, and career. These are relevant experiences that are embedded in our everyday school lives.

Our activity wheel, which consists of Art, Music, Media and Physical Education, offers students another avenue of learning. These four teachers practice collaborative teaching to provide students with opportunities to engage in meaningful experiences in ways that accommodate a variety of learning styles. Dr. Seuss’ Birthday Celebration is an excellent example of how they work together to make connections between reading and the arts. Activity teachers also work with small groups of students who are in need of extra support. Classroom teachers share with the activity teachers what gaps need to be addressed and they collaborate with them to provide activities that will focus on those gaps. Students get the extra support they need and enjoy spending some one-on-one time with these teachers.

A Surfside student's day is full of opportunities! Each opportunity is planned thoughtfully by a faculty of dedicated professionals to help the whole child grow and learn.

2. Reading/English:

At Surfside Elementary, reading is the thread that holds all academic achievement together. Creating a love of reading at an early age is essential. Brevard County requires an uninterrupted 90-minute reading block and provides a district - adopted reading series. At Surfside, teachers adhere to the requirements, but certainly do not limit themselves to them. At the heart of our reading instruction are novels (and storybooks for the younger grades). Novel reading creates more excitement than simply using a reading textbook. Classes participate in literature circles rather than traditional reading groups. Responses to reading include higher order thinking questions to foster discussion among students. The discussion is facilitated by the teacher, but later led by students. These discussions allow the teacher to formatively assess students' understanding. Culminating activities, with scoring rubrics, are developed to provide students opportunities to demonstrate their knowledge using the learning style with which they are most comfortable. Summative assessments, both teacher made and district required, give teachers the data they need to plan future lessons. By choosing books that match student interests and levels, and encouraging students to share their personal connections to the reading, Surfside teachers help students develop a love of reading.

The reading responses include opportunities for the students to demonstrate language arts skills. Teachers use both fiction and nonfiction novels as a gateway to great language. During literature circles, the students are excited to share literary devices they have found in the assigned chapter(s). Emphasis is put on vocabulary development. Students regularly dissect words using prefixes, suffixes, and root meanings. Understanding the etymology of words has resulted in a greater fluency of higher vocabulary. Teachers encourage the students to model their writing after the rich language encountered in their novel reading.

Surfside has made a commitment to incorporate more nonfiction into our reading instruction. Teachers use a variety of advance organizers to help the students better understand the informational text. Text features are emphasized to help students navigate use textual evidence to answer questions about the reading, and summarize what they have read.

Teachers incorporate a separate read-aloud time into their busy day. Students enjoy listening to good reading. The teachers take this opportunity to revisit the reading elements from the regular lesson. It is an informal way to engage students who may sometimes be less confident in the formal reading instruction time. Reading at Surfside is always top priority.

3. Mathematics:

The Surfside Elementary mathematics curriculum and instructional methods prove to be effective as evidenced by our state scores. Textbooks, pacing guides, and resource charts coincide to ensure all standards are addressed. We are constantly searching for new resources and effective ways to teach mathematics to ensure all student learning styles are addressed. We teach mathematics in a manner that connects newly taught skills and concepts to real-life situations. A great deal of time and attention is spent on building mathematics vocabulary. Students are encouraged to use high-level vocabulary when creating cumulative projects and student - led lessons. Summative and formative testing is encouraged using standard tests and teacher-generated exams. Students are also tested on their knowledge of specific tasks when problem solving in small groups. Students are required to verbalize strategies and discuss alternative ways to approach problems.

Teachers use current research to guide instructional practices. For example, Number Talks by Sherry Parrish is a pivotal vehicle that has enabled us to develop efficient, flexible, and accurate computation strategies that build on important foundational skills. Primary teachers focus on composing and decomposing numbers and the base ten number system. This builds mathematics confidence for all children by enhancing their overall number sense. Students learn how to apply skills and problem - solving strategies to real life situations. Teachers work diligently to employ a deeper understanding of the standards in order

to create lessons that foster a strong number sense and provide the foundation to construct and deconstruct numbers. All classes utilize technology and manipulatives during “hands - on math.”

Primary teachers differentiate instruction by grouping students based on abilities. This allows for enrichment as well as intervention in small group settings. Intermediate grades created and implement a system where kids rotate every twenty minutes through a teacher station, a computer station, and a game or paper drill station that the students know as “20/20/20.” This strategy provides small group instruction, intervention, and enrichment based on specific mathematics topics and student needs. Groups are determined based on individual abilities for specific tasks. The groups remain flexible throughout the year.

Technology is used regularly to enhance skills, reinforce taught strategies, and provide additional support during class and at home. There is student accountability when using technology and the teachers have the ability to assign tasks based on student abilities.

School math related activities include: Math Team, Bridge Club, and Chess Club.

4. Additional Curriculum Area:

In response to national, state, and school objectives, and in support of our student and parent needs and interests, Surfside Elementary teachers and students are focusing on increasing instruction in the areas of STEAM: science, technology, engineering, arts and mathematics. Surfside includes the “A” for art in the STEM initiative, incorporating the 2013-14 school improvement plan (SIP) goal to “...do more educating and encouraging of teachers to increase the numbers of these lesson plans and student activities for the current year.”

Following the goals of the SIP, teacher leaders and faculty meet to discuss ways to implement and manage real-world problem-solving opportunities for our students. We have focused on the engineering portion, in particular, as teacher and student surveys reveal this to be our overall weakest area. The gifted teacher (K-6) has prioritized the engineering design process in her classes, and classroom and activity teachers support the initiative through associated activities. A recent example: students in grades 3 and 4 were challenged to design a “finker” – a creation that would neither float nor sink, but rather stay suspended in water. Students were then asked to apply their learning to real-world applications, using supporting science, technology, arts, and math components to share their findings.

In grade 6, students participate in several engineering projects, including designing puff mobiles, building prototype truss systems out of newspaper and then perfecting the system with K’Nex, and designing a roller coaster system that will slow down the rider as much as possible. These experiences are cemented with a district poster contest and grade-level trip to the Kennedy Space Center, where students realize first-hand the relevance and application of their efforts in action, as evidenced in synthesis activities and exit surveys.

We begin building STEAM skills with our youngest students, providing a strong basis for future growth and development. One of our kindergarten teachers introduced her students to the engineering design process and vocabulary by having them create snowmen, built to certain specifications and with particular materials. Results were shared at a faculty meeting, followed by a brainstorming session to include future STEAM projects.

We realize the importance of ingraining these 21st Century Skills in our future generations, and as we have shared our successes and challenges with our STEAM efforts, we have learned from each other. Our goal to increase student exposure to STEAM opportunities is off to an excellent start.

5. Instructional Methods:

Surfside Elementary’s instructional methods are designed to help students performing below grade level and to challenge and support the grade level and advanced students as well. All students participate in STEAM (science, technology, engineering, arts, and mathematics) activities according to their abilities. In

homeroom classes, students use Google Apps to collaborate on projects, such as slide show presentations and writing and research projects. More technology savvy students help others with the programs while in the two computer labs. Students are given choices for culminating activities that assess student achievement.

The gifted program consists of thematic instruction, reading enrichment with character studies, problem-solving challenges and development of self-awareness. Gifted students in grade 6 helped win the ATTAIN award for technology by creating and submitting a video. This highlighted our students' advanced technology skills, as most other submissions were created by adults.

Surfside offers many extracurricular programs, both before and after school. For the musically inclined students, groups such as Beginning Strings, Intermediate Strings and Orchestra foster a love of music. The chorus program boasts over 100 students in grades 4-6, or 25 percent of our population. Chorus performs for Veteran's Day, the Backyard BBQ fundraiser, and concerts for family members, and has even been invited to perform at Walt Disney World in May. Advanced readers can participate in Book Bash, an event during which students read books from the Sunshine State Young Readers Award (SSYRA) list and then compete against other schools by participating in Reader's Theater, playing a game called Book Quest, and designing original book jackets. Also, students may join Bridge Club, Future Problem Solvers, Lego Robotics, or Chess Club for enrichment.

Activity teachers provide more attention to struggling students by pulling small groups for reading, mathematics, or writing instruction. This strategy not only works to the benefit of the lower performing students, but also allows the classroom teacher more time with the grade level students in better ratio. Vertical teams meet to discuss student progression and share suggestions for positive results with those below grade level. For instance, grade 3 and 4 teams meet to converse about challenged students and discuss what they can do to prepare students in grade 3 for entrance into grade four. Teachers inquire about previous students and this creates lasting bonds at our close-knit school. Surfside prides itself on collaborative teaching that occurs to identify and meet student needs.

6. Professional Development:

Surfside educators continually engage in professional development opportunities to keep abreast with the latest trends in education and also to fine tune current skills. For many years, Surfside science teachers have been a part of the Elementary Science Teacher Training Cadre for Brevard County. We also have teachers that are a part of the Elementary Math Teacher Training Cadre for both the primary and intermediate grades, and on the Peer Coaching Leadership Team. We participate in district and state inservice days, both as presenters and attendees. On such days, we train on topics like close reading, differentiated instruction, and technology updates.

Many Surfside educators spend time during the summer training to learn new educational techniques and approaches. In June 2012, two Surfside teachers collaborated with two teachers from our neighboring school and traveled to Houston, Texas to fly aboard the "Education Flight Program," conducting student-created magnetic experiments while in three different gravitational environments.

We also regularly share best practices and new developments at the school level. At a recent faculty meeting, a team of teachers issued an "engineering challenge," instructing attendees to build the highest structure possible using items such as toothpicks, marshmallows, and string. Our experts went on to discuss the use of STEAM activities in the classroom. Often, a "menu" of topics is presented so teachers can choose training opportunities that best meet the needs of their classes.

As Surfside targets key items from our school improvement plan, we also reach out to experts at our district level. Resource teachers and distinguished educators from area schools join us to enhance our skills. Earlier this school year, our reading coach offered a workshop on increasing the use of non-linguistic representations and advance organizers in the classroom. We were reminded that their use helps students use what they already know about a topic to enhance further learning. This became a concentrated focus in

many of our classrooms. Two years ago, our district technology integrator taught staff to use Google Docs in the classrooms. Since that training, students have become adept at using Google Docs regularly to create projects and collaborate on reports and activities.

Our approach is to make sure our school-level professional development “user friendly.” Items presented can be applied in classroom the very next day. Surfside educators always strive to be innovative.

7. School Leadership

Surfside Elementary’s administrative team consists of a principal and assistant principal, who bring varied backgrounds to Surfside and draw from over 20 years of administrative experience. School leaders wholeheartedly believe that we must focus on the whole child and support teachers in their individual endeavors to help students achieve. Monthly, administrators and grade level teams meet to discuss individual students – those struggling, but also, those needing enrichment. As part of Response to Intervention (RtI), the principal and Individual Problem Solving Team (IPST) meet with parents and district staff weekly to develop interventions and monitor student progress.

School leaders believe that relationships are crucial to the success of students and, to build these relationships, they must be involved in all aspects of school life. Administrators are visible on campus both during school hours (e.g., classroom walk-throughs, cafeteria duty, walk and talk duty, arrival, and dismissal times) and after school hours (e.g., attending on and off campus chorus concerts, community events, Meet the Principal, PTO events). Administrators are invested in our school.

School administrators believe that relationships with teachers are crucial to the success of our program. Teachers are valued and trusted to teach state standards in ways that are best for their students. State and district materials are a resource, but leaders feel that the teachers’ ability to seek multiple, creative resources to teach students is preferable. Feedback from teachers in a recent survey indicates that the relationship between school leaders and teachers is genuine as teachers report that they feel valued and their professional judgment is trusted.

Administrators also work with our Peer Review Team (PRT), comprised of six teachers, to improve teaching. Each year, teachers develop a plan to focus on improving an area of their teaching. Through the use of the PRT, teachers receive immediate and specific feedback from a classroom walk-through. This collegial conversation is a non-threatening opportunity for teachers to talk about good teaching.

In these fiscally challenging times, administrators work diligently to provide resources such as Sunshine State novels and Raz-Kids, professional development opportunities, and supplies for teachers. The principal has reached out to the community to nearly double the number of business partnerships that support our school. These partnerships are truly two-way relationships between our school and community members.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0 (starting in spring 2011)

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 | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| % Proficient (Levels 3, 4, 5) | 98 | 91 | 100 | 96 | 96 |
| % Advanced (Levels 4, 5) | 73 | 50 | 88 | 80 | 77 |
| Number of students tested | 43 | 53 | 50 | 57 | 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 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |

| | | | | | |
|--|----|--|--|--|--|
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient (Levels 3, 4, 5) | 97 | | | | |
| % Advanced (Levels 4, 5) | 73 | | | | |
| Number of students tested | 38 | | | | |
| 10. Two or More Races identified Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |

NOTES: The state of Florida changed from FCAT to FCAT 2.0 in 2011

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0 (starting in spring 2011)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| % Proficient (Levels 3, 4, 5) | 89 | 98 | 93 | 91 | 81 |
| % Advanced (Levels 4, 5) | 82 | 85 | 76 | 51 | 44 |
| Number of students tested | 55 | 53 | 58 | 66 | 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 | | | | | |
| % Proficient (Levels 3, 4, 5) | 63 | | | | |
| % Advanced (Levels 4, 5) | 63 | | | | |
| Number of students tested | 11 | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |

| | | | | | |
|--|----|--|--|--|--|
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient (Levels 3, 4, 5) | 92 | | | | |
| % Advanced (Levels 4, 5) | 84 | | | | |
| Number of students tested | 49 | | | | |
| 10. Two or More Races identified Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |

NOTES: The state of Florida changed from FCAT to FCAT 2.0 in 2011

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0 (starting in spring 2011)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| % Proficient (Levels 3, 4, 5) | 89 | 88 | 84 | 81 | 85 |
| % Advanced (Levels 4, 5) | 58 | 62 | 45 | 43 | 55 |
| Number of students tested | 57 | 65 | 62 | 67 | 66 |
| Percent of total students tested | 98 | 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 | | | | | |
| % Proficient (Levels 3, 4, 5) | 80 | | | | |
| % Advanced (Levels 4, 5) | 40 | | | | |
| Number of students tested | 10 | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |

| | | | | | |
|--|----|--|--|--|--|
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient (Levels 3, 4, 5) | 91 | | | | |
| % Advanced (Levels 4, 5) | 61 | | | | |
| Number of students tested | 56 | | | | |
| 10. Two or More Races identified Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |

NOTES: The state of Florida changed from FCAT to FCAT 2.0 in 2011

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0 (starting in spring 2011)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| % Proficient (Levels 3, 4, 5) | 87 | 85 | 82 | 87 | 80 |
| % Advanced (Levels 4, 5) | 55 | 52 | 58 | 59 | 40 |
| Number of students tested | 61 | 65 | 77 | 70 | 68 |
| 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 | | | | | |
| % Proficient (Levels 3, 4, 5) | 86 | | | | |
| % Advanced (Levels 4, 5) | 53 | | | | |
| Number of students tested | 15 | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |

| | | | | | |
|--|----|--|--|--|--|
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient (Levels 3, 4, 5) | 87 | | | | |
| % Advanced (Levels 4, 5) | 54 | | | | |
| Number of students tested | 48 | | | | |
| 10. Two or More Races identified Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |

NOTES: The state of Florida changed from FCAT to FCAT 2.0 in 2011

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0 (starting in spring 2011)

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 | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| % Proficient (Levels 3, 4, 5) | 84 | 92 | 98 | 96 | 91 |
| % Advanced (Levels 4, 5) | 70 | 64 | 76 | 70 | 79 |
| Number of students tested | 43 | 53 | 50 | 57 | 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 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |

| | | | | | |
|--|----|--|--|--|--|
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient (Levels 3, 4, 5) | 82 | | | | |
| % Advanced (Levels 4, 5) | 69 | | | | |
| Number of students tested | 38 | | | | |
| 10. Two or More Races identified Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |

NOTES: The state of Florida changed from FCAT to FCAT 2.0 in 2011

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0 (starting in spring 2011)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| % Proficient (Levels 3, 4, 5) | 93 | 92 | 97 | 85 | 88 |
| % Advanced (Levels 4, 5) | 77 | 66 | 77 | 65 | 66 |
| Number of students tested | 55 | 53 | 58 | 66 | 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 | | | | | |
| % Proficient (Levels 3, 4, 5) | 91 | | | | |
| % Advanced (Levels 4, 5) | 82 | | | | |
| Number of students tested | 11 | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |

| | | | | | |
|--|----|--|--|--|--|
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient (Levels 3, 4, 5) | 93 | | | | |
| % Advanced (Levels 4, 5) | 77 | | | | |
| Number of students tested | 49 | | | | |
| 10. Two or More Races identified Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |

NOTES: The state of Florida changed from FCAT to FCAT 2.0 in 2011

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0 (starting in spring 2011)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| % Proficient (Levels 3, 4, 5) | 84 | 86 | 85 | 84 | 90 |
| % Advanced (Levels 4, 5) | 45 | 55 | 63 | 55 | 60 |
| Number of students tested | 58 | 65 | 62 | 67 | 66 |
| 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 | | | | | |
| % Proficient (Levels 3, 4, 5) | 91 | | | | |
| % Advanced (Levels 4, 5) | 36 | | | | |
| Number of students tested | 11 | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |

| | | | | | |
|--|----|--|--|--|--|
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient (Levels 3, 4, 5) | 86 | | | | |
| % Advanced (Levels 4, 5) | 47 | | | | |
| Number of students tested | 56 | | | | |
| 10. Two or More Races identified Students | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient (Levels 3, 4, 5) | | | | | |
| % Advanced (Levels 4, 5) | | | | | |
| Number of students tested | | | | | |

NOTES: The state of Florida changed from FCAT to FCAT 2.0 in 2011

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0 (starting in spring 2011)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 90 | 86 | 90 | 89 | 95 |
| % Advanced | 67 | 60 | 63 | 65 | 61 |
| Number of students tested | 61 | 65 | 77 | 70 | 68 |
| 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 | | | | | |
| % Proficient plus % Advanced | 80 | | | | |
| % Advanced | 47 | | | | |
| Number of students tested | 15 | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |

| | | | | | |
|--|----|--|--|--|--|
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 89 | | | | |
| % Advanced | 62 | | | | |
| Number of students tested | 48 | | | | |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: The state of Florida changed from FCAT to FCAT 2.0 in 2011