2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) _X_ Elementary _X_ Middle __ High __ K-12 __Charter

Name of Principal: _Dr. Ana M. Rasco_____
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: _Key Biscayne K-8 Center_____
        (As it should appear in the official records)

School Mailing Address: _150 West McIntyre Street_____
        (If address is P.O. Box, also include street address)

_Key Biscayne_____   _Florida_____ 33149-1848_____
City   State   Zip Code+4 (9 digits total)

County _Miami-Dade_____ State School Code Number*_13-2741_____

Telephone _(305) 361-5418_____ Fax _(305) 361-8120_____

Website/URL _http://keybiscayne.dadeschools.net_ E-mail _arasco@dadeschools.net_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_February 8, 2006_____
(Principal's Signature)

Name of Superintendent* _Dr. Rudolph F. Crew_____
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: _Miami-Dade_____ Tel.: _(305) 995-1000_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
 (Superintendent's Signature)

Name of School Board
President/Chairperson _Mr. Agustin J. Barrera_____
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

Private 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 certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: __217__ Elementary schools
    __68_ Middle schools
    _____ Junior high schools
    __47_ High schools
    __35_ Other

    _367_ TOTAL

2. District Per Pupil Expenditure: __$6,787_____

    Average State Per Pupil Expenditure: _$6,381_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban school with characteristics typical of an urban area
    [X] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

4. ___4___ Number of years the principal has been in her/his position at this school.

    _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	13	11	**24**		**7**	61	53	**114**
K	57	59	**116**		**8**	64	52	**116**
1	37	57	**94**		**9**			
2	56	49	**105**		**10**			
3	65	58	**123**		**11**			
4	56	61	**117**		**12**			
5	52	49	**101**		**Other**			
6	66	60	**126**					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**1,036**

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   33   % White
    the students in the school: 5   % Black or African American
                                              60   % Hispanic or Latino
                                                 2   % Asian/Pacific Islander
                                                 0   % American Indian/Alaskan Native
                                       100% Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: _____ 6 %

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	33
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school as of October 1	1,036
(5)	Total transferred students in row (3) divided by total students in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: ____ 15 %
                                                      151 Total Number Limited English Proficient
    Number of languages represented: ___ 5 ____
    Specify languages: Spanish, Italian, Portuguese, Japanese, French

9. Students eligible for free/reduced-priced meals: _____ 11 %

    Total number students who qualify: _____ 111 _

    If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: _____7_%
                                        _____73_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   __1_Orthopedic Impairment
    __1_Deafness   _17_Other Health Impaired
    __0_Deaf-Blindness   _33_Specific Learning Disability
    __1_Emotional Disturbance   _17_Speech or Language Impairment
    __0_Hearing Impairment   __0_Traumatic Brain Injury
    __1_Mental Retardation   __0_Visual Impairment Including Blindness
    __0_Multiple Disabilities

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	4	0
Classroom teachers	44	0
Special resource teachers/specialists	25	4
Paraprofessionals	2	8
Support staff	16	14
Total number	91	26

12. Average school student-"classroom teacher" ratio, that is, the number of
    students in the school divided by the FTE of classroom teachers: __24___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is
    defined by the state. The student drop-off rate is the difference between the number of entering
    students and the number of exiting students from the same cohort. (From the same cohort, subtract
    the number of exiting students from the number of entering students; divide that number by the
    number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in
    100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only
    middle and high schools need to supply dropout rates and only high schools need to supply drop-off
    rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	96%	96%	95%	95%
Daily teacher attendance	96%	94%	95%	94%	96%
Teacher turnover rate	15%	17%	12%	16%	20%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Key Biscayne K-8 Center is a Miami-Dade public school located on a barrier island in Key Biscayne, Florida. The school is nestled amid palm trees and surrounding beaches in a fast growing and changing community. Originally a coconut plantation, Key Biscayne became the home of the elementary Key Biscayne Community School in l952. Forty-seven years later, Key Biscayne became the first pilot K-8 Center in Miami-Dade County. Presently, it serves students from pre-kindergarten through eighth grade. The population is culturally diverse and represents all socio-economic levels. Eleven percent of the student body is enrolled as out of area transfers. The school has a Pre-Kindergarten program, and also offers a community school program where students and community members participate in various after-school and evening programs, such as Spanish, English for Speakers of Other Languages, German, Reading Adventure, piano, guitar, judo, cheerleading, and sports such as soccer, basketball, and volleyball. Key Biscayne K-8 Center enjoys a collaborative system of leadership that includes representatives from all stakeholder groups in its primary decision-making group, the Educational Excellence School Advisory Council (EESAC).

Unique to Key Biscayne is high parental involvement and a strong PTA/Volunteer Program. Our PTA helps sponsor and promote our Annual Dinner/Dance/Auction and Family Fun Picnic. Over 300 volunteers serve countless hours assisting teachers, chaperoning, fundraising, and organizing various student recognition programs. To further increase parental involvement and communication, we communicate via e-mail, our Wednesday Communicator envelope, our school web page, Parent Internet Viewer (PIV), PTA newsletter, school-wide monthly calendars and middle school quarterly assignment calendars. We also conduct a parent resource fair and orientation at the beginning of the year.

We are fortunate to have business community leaders that support our school's endeavors. In turn, our students contribute to the community by participating in various drives for food, toys, books, clothing, and tabs for the Ronald McDonald House. Through the service club, students read to the blind/deaf children, create Thanksgiving baskets for the needy, visit the elderly at a convalescent home, and partake in the United Way Campaign. At the core of Key Biscayne K-8 Center is our Character Development Program that complements our academic curriculum and enables us to teach the whole child. This is reflected in our school's vision to promote a community of lifelong learners and caring individuals. To support this curriculum, our school sponsors an array of programs like Girl Talk, Boys' Team, DARE, Bullying and Drug Prevention, Safety Programs, Classroom Guidance Programs, Student of the Month, Character in Action, Do the Right Thing, Good Neighbor, Knitting Club, Chess Club, Young Artists Exhibit, Winter and Spring Musical Performances, Accelerated Reader (AR) Recognition, Spelling Bee, Science Fair, Family Night at the Museum of Science, Holiday Program, Spring Talent Show, Field Day, Student Council, Future Teachers of America, and National Junior Honor Society.

Key Biscayne provides various extended learning opportunity models to meet the needs of all our students and comply with the No Child Left Behind legislation. We put into service an Inclusion program for our Exceptional Student Education (ESE) students. In 2005-2006, the Extended Foreign Language (EFL) Program was implemented for grades K-2. To further develop and challenge students performing at high levels of achievement, our school offers the Gifted Program and Advanced Academics Program. We operate a before, during, and after school tutorial program for elementary and middle school students and offer intensive reading and mathematics to meet the needs of at risk students.

Our school's mission is to provide a nurturing, respectful, and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. Key Biscayne K-8 Center is committed to developing critical thinkers and lifelong learners who make responsible decisions and embrace global citizenship. It is the continuous commitment to excellence from our administrators, faculty, staff, students, parents, volunteers, and community that has earned us a school grade of "A" for

the fifth year and Adequate Yearly Progress (AYP) for the past two years. This reflects our constant effort to implement the Continuous Improvement Model to help all students become higher achievers. As a result of our successes, many new K-8 centers are being established throughout the district.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Florida Comprehensive Assessment Test (FCAT) is used to measure student achievement in the State of Florida. This annual assessment is comprised of two parts: FCAT-NRT, which is the norm-reference section designed to compare student performance in reading and mathematics with other students nationwide; and FCAT-SSS, the criterion-reference section which is designed to measure students' knowledge of reading, mathematics, writing, and science as outlined in the Florida Sunshine State Standards. Presently, students in grades 4, 8, and 10 take FCAT Writing+, and grades 3-10 take FCAT-NRT and FCAT-SSS in Reading and Mathematics. The State of Florida implemented the FCAT Science Test in grades 5, 8, and 11. As part of Miami-Dade County Public Schools' (M-DCPS) requirements, second grade students take the Grade 2 Stanford Achievement Test, 10th Edition.

The FCAT-SSS Reading and Mathematics provides two scores, the developmental scale score (0-3000), which determines a student's annual progress from one grade to the next grade and the scale score (100-500), which is used for comparisons. These scores correspond to five achievement levels: Levels 1 and 2 (at risk), Level 3 (meets state standards), and Levels 4 and 5 (exceeds state standards). Information on the state assessment system, along with FCAT results, can be found at http://fcat.fldoe.org/search/ and http://osp.dadeschools.net/products/ONLINE/info/.

Over the last four years, we have shown significant increase in the percentage of students scoring Level 3 and above in both elementary and middle school grades. In reading, the elementary average went from 71% to 84% and the middle school average went from 56% to 73%. In math, the elementary average went from 72% to 87% and the middle school average went from 61% to 81%. In writing, the elementary average went from 3.9 to 4.3 and the middle school average went from 4.1 to 4.5. Since the introduction of the FCAT Science Test, Key Biscayne's mean scale scores for science have repeatedly exceeded the district mean scale score of 286 and state mean scale score of 296. Our school's scale score is 327. Over the years, Key Biscayne K-8 Center has continuously met and exceeded both district and state standards for excellence. Based on Florida's A+ Plan, Key Biscayne has earned a school grade of "A" for five consecutive years. The school's overall score has increased every year and in 2005, Key Biscayne had the fifth highest score among all of the 367 public schools within the district of Miami-Dade County (scoring 507 out of 600 points).

FCAT Reading: Percentage of Students Scoring at an FCAT Level 3 and above

	3rd	4th	5th	3rd-5th	6th	7th	8th	6th-8th
2002	66	76	72	71	61	57	51	56
2003	74	78	67	73	62	66	44	57
2004	91	89	69	83	66	73	65	68
2005	83	86	84	84	71	78	70	73

FCAT Mathematics: Percentage of Students Scoring at an FCAT Level 3 and above

	3rd	4th	5th	3rd-5th	6th	7th	8th	6th-8th
2002	66	75	75	72	51	58	75	61
2003	79	74	70	74	61	69	64	67
2004	88	93	78	86	72	80	81	77
2005	83	91	88	87	73	81	88	81

FCAT Writing: Average Scores

Grade	2002		2003		2004		2005	
	4th	8th	4th	8th	4th	8th	4th	8th
School	3.9	4.1	4.1	4.2	4.3	4.6	4.3	4.5
District	3.3	3.7	3.6	3.7	3.8	3.7	3.8	3.7

Results indicate average combined scores (4th grade: Expository/Narrative; 8th grade: Expository/Persuasive) out of 6 possible points.

2. Using Assessment Results

Key Biscayne K-8 Center uses assessment data to drive instruction and monitor its effectiveness in terms of student progress and achievement. In order to implement our school's mission and provide the highest quality education so that all our students are empowered to lead productive and fulfilling lives as lifelong learners, we must use the available data to identify our strengths and weaknesses and align our curriculum and instruction to improve student and school performance.

Curriculum maps are implemented to help guide instruction. Weekly lesson plans are constructed using solid data and adjusted according to students' needs and abilities. Our faculty and EESAC help develop our School Improvement Plan (SIP) to include goals and measurable objectives based on the FCAT SSS and NRT. Our SIP focuses on student achievement and every aspect of the curriculum must align to meet those goals. At the beginning of each school year, teachers are provided with the FCAT scores of their current class. They are reviewed and analyzed at grade level meetings to identify strengths and needs to plan for differentiated instruction and to set up our tutorial program. Teachers also break down the data by strands to plan for the needs of students. Teachers meet by grade level to establish student expectations and identify alternative strategies and resources available to master identified skills. FCAT scores are also utilized to develop Individual Educational Plans (IEPs) and Academic Improvement Plans (AIPs).

Other than the FCAT, our school also uses on-going formative assessments, teacher observations, Early Screening Inventory-Kindergarten (ESI-K), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Standardized Test Assessment Reading (STAR), Accelerated Reader (AR), FCAT Explorer, Oral Reading Fluency (ORF), and Diagnostic Assessments of Reading (DAR) to monitor and/or diagnose student progress. These instruments provide further data that is discussed and analyzed at monthly grade level/department meetings and with our Literacy Leadership Team/Data Analysis Team. Monitoring student progress, differentiating instruction, delivering meaningful staff development, and providing tutorial programs before, during, and after school have kept our standards high and our student achievement among the top schools in our county.

3. Communicating Assessment Results

School assessment data is shared with parents and community statewide through the Florida Department of Education website, and FCAT scores are published in the local newspaper and the NCLB School Public Accountability Report. Demographics and testing data is also given to the public through the School Profile, Grade Report, School Improvement Plan, and EESAC information available at our district's dadeschools.net website and our main office.

At our Educational Excellence School Advisory Council (EESAC), all stakeholders are presented the NCLB School Public Accountability Report, School Improvement Plan (SIP), Mid-Year Review, and End of Year Review of established goals and objectives for the school year.

Individual student assessment data is shared with parents through individual reports such as interim progress reports, report cards, failure notices, FCAT reports, and computer-generated reports which are sent home. Test data to monitor individual progress is provided and shared at teacher-parent conferences. Student progress information is shared via progress reports/report cards and daily use of student agendas.

Parents also receive student academic information and can monitor student progress by visiting the electronic grade book Parent Internet Viewer (PIV) accessed via our website. Communicating with parents is an on-going effort to improve student learning and achievement.

4. Sharing Success
As an "A" school, Key Biscayne K-8 Center is always proud and willing to share its successes in a variety of ways. Our staff participates in many school, district and regional staff development opportunities in which our teachers discuss philosophies, ideas, strategies, and activities conducive to improving student achievement. Our administrators and Reading Coach also attend district and regional meetings in which school improvement ideas and best practices are shared.

Key Biscayne K-8 Center participates in the Good Neighbor Recognition conducted through the Principals' Coalition for the Good of the Children and the Key Biscayne Chamber of Commerce to recognize the successes of students in our community. Additionally, our principal attends monthly meetings of the Coral Gables Feeder Pattern, where best practices are developed and shared with other schools in the region.

Our EESAC Chair and Curriculum Team share our progress with our Educational Excellence School Advisory Council (EESAC) and other Regional Center IV schools as part of the School Improvement Plan (SIP) process. Teams from Regional Center IV conduct instructional reviews of each school. As a follow up, they share commendations and recommendations with the administrators and members of the Literacy Leadership Team. These reviews are performed every semester.

Our school and community are kept abreast of our successes through school newsletters and school recognition programs. The local newspaper of Key Biscayne, "The Islander," supports the school by publishing our accomplishments. Character recognition programs such as Student of the Month (for elementary school) and Character in Action (for middle school) are featured monthly in the local newspaper. Special events, award winners, and Teacher of the Year are also highlighted in the weekly local newspaper to help share and promote our school's successes.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum
Key Biscayne K-8 Center follows Miami-Dade County Public Schools' (M-DCPS) Competency-Based Curriculum (CBC), which is correlated to the Sunshine State Standards (SSS). The CBC's, along with the SSS and the Grade Level Expectations, provide specific benchmarks for the core subject areas of language arts, reading, mathematics, science, and social studies. The content units are designed by grade level departments through collaborative planning and the development of curriculum maps. We implement and monitor the scope and sequence of curriculum maps to align research-based materials and data-driven instruction to the SSS and make modifications as needed. Through grade level and department meetings we share best practices from workshops and conferences to strengthen our instruction and curriculum. The implementation of a rigorous and vital curriculum that supports learning at all grade levels is a consistent goal of M-DCPS and Key Biscayne K-8 Center.

The language arts curriculum provides integrated educational experiences within the language arts strands of literature/reading, composition, language/word study, listening/speaking/viewing, information literacy, and study & test-taking skills. As students progress from one grade level to the next, the curriculum spirals in complexity of materials and tasks, and in the students' independence in the application of skills and strategies. Higher-order thinking skill activities and computer-assisted instruction are infused into the curriculum.

The science curriculum integrates the goals of the district's Comprehensive Science Plan of inquiry-based instruction and discovery. The curriculum supports the development of scientific literacy to impact student achievement and promote lifelong learning, which improves the teaching and learning of science. Students participate in hands-on activities in class and through the Science Outreach Program. Our students participate in the Science Fair and some advance to district and even state level competitions.

The social studies curriculum encourages students to be active participants in society while developing knowledge and understanding in the areas of history, geography, and government. The curriculum includes state and district mandated programs, such as African American History, Hispanic and Women's Contribution to U.S. History, Holocaust, and Character Education. Many of our students participate in our various multicultural performances.

The gifted curriculum provides an open, student-centered environment that encourages independence and interest-based exploration and discovery for gifted elementary and middle school students. The elementary gifted program encompasses content-based curriculum offering science, social studies, and mathematics. For middle school the gifted program is offered as an elective that integrates all subject areas.

The Exceptional Student Education (ESE) Program addresses the individual needs of students with disabilities (SWD) and provides educational opportunities that support their diverse learning needs. We implement an Inclusion program which enables ESE students to remain in the regular classroom with the classroom teacher and the ESE teacher working collaboratively to help these students attain high levels of achievement.

The foreign language curriculum has the goal of developing students' proficiency in the speaking, listening, reading, and writing of Spanish. At the elementary level, the Extended Foreign Language (EFL) program is currently offered in grades K-2. Each school year the program will expand to the next grade level, ultimately consisting of grades K-8. Spanish for Spanish Speakers is required for K-5 students, and Spanish as a Second Language is required for grades 2-5. At the middle school level, we have Spanish for Spanish Speakers and Spanish as a Second Language.

Art, physical education, and music are offered at both the elementary and middle school levels. At the elementary level, they are part of the required curriculum; at the middle school level, physical education and the arts are offered as elective courses. Music electives include keyboard and band. These classes provide students with skills that may be utilized in everyday life, while increasing their appreciation for cultural experiences. To further broaden students' knowledge and appreciation of the arts, our students attend cultural field trips, participate in various musical performances, and the Young Artists Exhibit.

2a. (Elementary Schools) Reading

Key Biscayne K-8 Center's Reading curriculum is Miami-Dade's district mandated Comprehensive Research-based Reading Plan (CRRP). Language arts/reading instruction is offered in an uninterrupted block of at least 90 minutes duration. The core reading program (CRRP) is Houghton Mifflin, Reading which is scientifically research-based and addresses all five of the essential elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). It provides the basis for instruction and connects meaningfully to supplemental materials. Initial lessons from this core reading program usually consist of about 40 minutes per day, and include explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. The remainder of the block is dedicated to differentiated instruction: guided reading using leveled text, skills/strategy groups, and tailored center activities. The teacher focuses on the needs of the students as determined by assessment data using the CRRP or SRP (Supplemental Reading Program). Early Success, Voyager, and Soar to Success are the supplemental instructional materials used with our struggling students in the intervention tutorial program during school. DIBELS progress monitoring assessment is administered every grading period to <u>all</u> students in Kindergarten through third grade; fourth and fifth grade administer the DIBELS only to FCAT Levels 1 and 2 students. Students who score intensive on the DIBELS are administered the Diagnostic Assessments of Reading (DAR) to obtain further data to make instructional decisions about students' needs and help plan for differentiated instruction. To motivate and monitor independent reading, our students participate in the Accelerated Reader program.

2b. (Secondary Schools) English

Key Biscayne K-8 Center's English curriculum is Miami-Dade's district mandated K-12 Comprehensive Research-based Reading (CRRP) Plan. Language arts/reading instruction is offered in a block schedule of "A" and "B" days, allowing more time for uninterrupted instruction. All sixth grade students are required to take reading in addition to language arts. Seventh and eighth grade students take language arts courses where reading and writing are infused in the curriculum. Intensive reading is a requirement for all students in grades sixth through eighth scoring an FCAT Level 1 or 2. An advanced language arts is offered to all students scoring an FCAT Level 4 or 5. Daily instructional activities incorporate the five essential elements of reading instruction and include teacher read aloud, explicit phonics instruction/ vocabulary enrichment, whole group instruction, and differentiated instruction. For whole group instruction, Houghton Mifflin is used for the sixth grade reading course, Scholastic Read XL for the intensive reading classes, and Holt, Rinehart, and Winston, a Harcourt reading program, for the language arts classes. In addition to the state-adopted texts/core curriculum, other grade/course appropriate materials are used to enhance learning. Supplemental programs include Read 180, Compass Learning, Accelerated Reader, and FCAT Explorer. CRISS (Creating Independence through Student-owned Strategies) strategies are embedded in our language arts/reading courses to build comprehension and vocabulary development. For differentiated instruction, structured independent reading, teacher-directed groups, and computer-assisted intervention are utilized. The teacher focuses on the needs of the students as determined by assessment data using the CRRP or SRP (Supplemental Reading Program). The Oral Reading Fluency (ORF) is administered to all sixth through eighth grade students who scored an FCAT Level 1 or 2. Students who score intensive on the ORF and are not making adequate progress may be administered the Diagnostic Assessments of Reading (DAR) to obtain further data to make instructional decisions about students' needs and help plan for differentiated instruction. A before and after school tutorial program is also offered to all struggling students who scored an FCAT Level 1 or 2. Key

Biscayne K-8 Center's middle school language arts/reading curriculum meets the requirements of the Middle Grades Reform Act for the rigorous reading requirement and helps ensure the success of all of our middle school students.

3. Mathematics (Other Curriculum)
The mathematics curriculum incorporates the district's Comprehensive Mathematics Plan. At each grade level, the mathematics curriculum engages all students in the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems in the areas of number sense, measurement, data analysis, geometry, and algebraic thinking. Computer-based programs that support the five essential strands of mathematics are integrated into the curriculum.

We provide all students the opportunity to participate in interactive mathematics programs such as Riverdeep and FCAT Explorer. Both of these programs allow teachers to gather data and customize instruction in the classroom to fit the needs of their students. Teachers also use other computer web-based programs such as Scott Foresman and the Library of Virtual Manipulatives by the University of Utah to provide students with virtual manipulatives that can both accelerate and remediate at different levels. Our school has teachers in elementary, middle school, ESE and Gifted trained in Hands-On Algebra, Hands-On Math Education (HOME), Gifted Mathematics, and Eisenhower Math enabling them to differentiate instruction and implement innovative strategies in the curriculum. Our school's mission is to provide a nurturing, respectful, and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. Key Biscayne K-8 Center is committed to developing critical thinkers and lifelong learners who make responsible decisions and embrace global citizenship.

4. Instructional Methods
Our instruction is guided by the Sunshine State Standards (SSS) and Miami-Dade County's Competency Based Curriculum. Using these guidelines, our teachers have developed curriculum maps to adequately plan and pace instruction throughout the year. Within this framework, teachers integrate a variety of instructional methods to enhance and improve student achievement. There is a strong emphasis on reading skills and strategies across the curriculum. Teachers use whole group instruction using research-based, state adopted instructional materials. Differentiated instruction is also an important instructional component to help meet the needs of students through adequate support and modeling of effective strategies. Flexible small groups are formed for strategy/skill group instruction based upon needs determined by assessment data. Our curriculum is aligned with many web-based interactive programs, like FCAT Explorer and Riverdeep, that provide computer assisted intervention using educational software. The majority of our teachers is trained in CRISS (Creating Independence through Student-owned Strategies) and uses these strategies across the curriculum to target higher order thinking. We embrace the integration of subject areas and utilize cooperative learning and hands-on activities. Teachers implement best practices shared at our school through in-house professional development and grade level/department meetings. Our instruction is data driven using the Continuous Improvement Model to help all students make learning gains and move to a higher level of achievement.

5. Professional Development
The Professional Development Plan at Key Biscayne K-8 Center supports the school's mission, academic goals and objectives. Each year teachers develop goals for their individual Professional Development Plan (PDP) based on individual needs and on our School Improvement Plan (SIP) which is tied to measurable student performance. School wide professional development is then planned to help teachers achieve their goals.

Teachers also attend district and regional staff development offered throughout the year. In-house workshops are provided by the Reading Coach, administrators, and in-house experts in the areas of assessment, technology, instructional strategies, curriculum implementation, and the development of

Academic Improvement Plans (AIPs). During the summer, many of our teachers serve on school-wide teams to develop and align curriculum maps and attend summer institute programs to further broaden their professional knowledge.

Our master schedule is designed to promote professional learning communities within the school. At the elementary level, teachers at each grade have one hour of common planning time five days a week. At the middle school level, teachers within each department (language arts, mathematics, science, and social studies) share the same planning period. This allows grade level and department teams to develop lesson plans, plan instruction, share best practices, and analyze student achievement on a regular basis. This master schedule also provides opportunities for professional development in small group settings. During common planning time, grade level and department meetings are held regularly with the administrative team to monitor student performance, share best practices, and set benchmarks for the following month. This builds collegiality and a forum where everyone's ideas are heard.

Key Biscayne K-8 Center encourages faculty and staff to pursue advanced degrees. Highly qualified teachers assist in maintaining high performance at all instructional levels. Currently, 53% of our teachers have a Master's Degree and 8% of our staff has a Specialist's Degree. There has been a 21% increase in the number of teachers that have pursued their Master's Degree in the past three years. Faculty members have encouraged each other to pursue National Board Certification and currently several staff members are going through the application process. Through professional development and advanced studies, we continue our pursuit of excellence for our community of learners.

PART VII - ASSESSMENT RESULTS

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject <u>Reading</u>   Grade <u>3rd</u>   Test <u>FCAT-SSS</u>

Edition/Publication Year <u>2002-2005</u>   Publisher <u>Florida Department of Education</u>

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	83	91	74
% At Exceeds State Standards	59	61	41
Number of students tested	115	94	136
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	93	97	84
% At Exceeds State Standards	69	71	55
Number of students tested	45	27	38
2. Hispanic			
% At or Above Meet State Standards	78	89	69
% At Exceeds State Standards	49	58	34
Number of students tested	58	62	93
3. Students With Disabilities SWD			
% At or Above Meet State Standards	50	*	*
% At Exceeds State Standards	17	*	*
Number of students tested	12	6	5
4. Limited English Proficient LEP			
% At or Above Meet State Standards	71	*	50
% At Exceeds State Standards	42	*	20
Number of students tested	17	9	20
5. Free or Reduced Lunch			
% At or Above Meet State Standards	63	*	*
% At Exceeds State Standards	38	*	*
Number of students tested	16	4	7

*No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject   Mathematics   Grade   3rd   Test   FCAT-SSS

Edition/Publication Year   2002-2005   Publisher   Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	83	88	79
% At Exceeds State Standards	53	44	47
Number of students tested	115	94	136
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	91	92	84
% At Exceeds State Standards	53	44	58
Number of students tested	45	27	38
2. Hispanic			
% At or Above Meet State Standards	79	88	75
% At Exceeds State Standards	58	44	44
Number of students tested	58	62	93
3. Students With Disabilities SWD			
% At or Above Meet State Standards	42	*	*
% At Exceeds State Standards	9	*	*
Number of students tested	12	6	5
4. Limited English Proficient LEP			
% At or Above Meet State Standards	82	*	70
% At Exceeds State Standards	58	*	25
Number of students tested	17	9	20
5. Free or Reduced Lunch			
% At or Above Meet State Standards	56	*	*
% At Exceeds State Standards	18	*	*
Number of students tested	16	4	7

*No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject <u>Reading</u>   Grade <u>4th</u>   Test <u>FCAT-SSS</u>

Edition/Publication Year <u>2002-2005</u>   Publisher <u>Florida Department of Education</u>

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	86	89	78
% At Exceeds State Standards	61	60	33
Number of students tested	96	112	128
Percent of total students tested	100	99	99
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	100	100	82
% At Exceeds State Standards	72	61	36
Number of students tested	29	31	39
2. Hispanic			
% At or Above Meet State Standards	84	86	74
% At Exceeds State Standards	59	58	33
Number of students tested	61	76	85
3. Limited English Proficient LEP			
% At or Above Meet State Standards	*	*	53
% At Exceeds State Standards	*	*	13
Number of students tested	8	9	15
4. Free or Reduced Lunch			
% At or Above Meet State Standards	*	60	*
% At Exceeds State Standards	*	40	*
Number of students tested	4	10	6

*No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject   Mathematics   Grade   4th   Test   FCAT-SSS

Edition/Publication Year   2002-2005   Publisher   Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which
is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	91	93	74
% At Exceeds State Standards	53	58	26
Number of students tested	96	113	128
Percent of total students tested	100	100	99
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	100	100	79
% At Exceeds State Standards	69	74	23
Number of students tested	29	31	39
2. Hispanic			
% At or Above Meet State Standards	92	91	71
% At Exceeds State Standards	51	53	26
Number of students tested	61	77	85
3. Limited English Proficient LEP			
% At or Above Meet State Standards	*	*	80
% At Exceeds State Standards	*	*	7
Number of students tested	8	9	15
4. Free or Reduced Lunch			
% At or Above Meet State Standards	*	80	*
% At Exceeds State Standards	*	20	*
Number of students tested	4	10	6

 *No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject <u>Reading</u>   Grade <u>5th</u>   Test <u>FCAT-SSS</u>

Edition/Publication Year <u>2002-2005</u>   Publisher <u>Florida Department of Education</u>

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which
is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	84	69	67
% At Exceeds State Standards	58	31	28
Number of students tested	108	123	127
Percent of total students tested	99	100	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	93	85	79
% At Exceeds State Standards	76	47	37
Number of students tested	29	34	38
2. Hispanic			
% At or Above Meet State Standards	81	63	64
% At Exceeds State Standards	51	24	26
Number of students tested	74	85	79
3. Students With Disabilities SWD			
% At or Above Meet State Standards	*	8	*
% At Exceeds State Standards	*	0	*
Number of students tested	8	12	4
4. Limited English Proficient LEP			
% At or Above Meet State Standards	30	67	20
% At Exceeds State Standards	10	0	0
Number of students tested	10	12	15
5. Free or Reduced Lunch			
% At or Above Meet State Standards	*	*	62
% At Exceeds State Standards	*	*	31
Number of students tested	9	8	13

 *No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject Mathematics   Grade 5th   Test FCAT-SSS

Edition/Publication Year   2002-2005   Publisher   Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	88	78	70
% At Exceeds State Standards	67	43	41
Number of students tested	107	123	126
Percent of total students tested	99	100	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	93	82	71
% At Exceeds State Standards	69	47	39
Number of students tested	29	34	38
2. Hispanic			
% At or Above Meet State Standards	86	76	72
% At Exceeds State Standards	65	40	41
Number of students tested	73	85	78
3. Students With Disabilities SWD			
% At or Above Meet State Standards	*	16	*
% At Exceeds State Standards	*	8	*
Number of students tested	8	12	4
4. Limited English Proficient LEP			
% At or Above Meet State Standards	70	92	64
% At Exceeds State Standards	40	50	35
Number of students tested	10	12	14
5. Free or Reduced Lunch			
% At or Above Meet State Standards	*	*	85
% At Exceeds State Standards	*	*	23
Number of students tested	9	8	13

 *No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject Reading   Grade 6th   Test FCAT-SSS

Edition/Publication Year   2002-2005   Publisher   Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	71	66	62
% At Exceeds State Standards	34	32	33
Number of students tested	112	119	116
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	84	75	69
% At Exceeds State Standards	49	34	42
Number of students tested	31	32	33
2. Black			
% At or Above Meets State Standards	45	*	*
% At Exceeds State Standards	27	*	*
Number of students tested	11	7	6
3. Hispanic			
% At or Above Meet State Standards	70	61	63
% At Exceeds State Standards	30	34	32
Number of students tested	70	74	77
4. Students With Disabilities SWD			
% At or Above Meet State Standards	21	*	50
% At Exceeds State Standards	0	*	20
Number of students tested	14	8	10
5. Limited English Proficient LEP			
% At or Above Meet State Standards	*	0	20
% At Exceeds State Standards	*	0	13
Number of students tested	7	11	15
6. Free or Reduced Lunch			
% At or Above Meet State Standards	38	55	36
% At Exceeds State Standards	13	22	7
Number of students tested	16	18	14

*No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject <u>Mathematics</u> Grade <u>6th</u> Test <u>FCAT-SSS</u>

Edition/Publication Year <u>2002-2005</u> Publisher <u>Florida Department of Education</u>

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	73	72	61
% At Exceeds State Standards	47	33	24
Number of students tested	112	119	116
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	81	66	69
% At Exceeds State Standards	65	28	27
Number of students tested	31	32	33
2. Black			
% At or Above Meets State Standards	55	*	*
% At Exceeds State Standards	37	*	*
Number of students tested	11	7	6
3. Hispanic			
% At or Above Meet State Standards	73	76	61
% At Exceeds State Standards	42	33	25
Number of students tested	70	74	77
4. Students With Disabilities SWD			
% At or Above Meet State Standards	14	*	40
% At Exceeds State Standards	0	*	10
Number of students tested	14	8	10
5. Limited English Proficient LEP			
% At or Above Meet State Standards	*	45	40
% At Exceeds State Standards	*	9	13
Number of students tested	7	11	15
6. Free or Reduced Lunch			
% At or Above Meet State Standards	38	78	35
% At Exceeds State Standards	13	28	14
Number of students tested	16	18	14

*No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject Reading   Grade 7th   Test FCAT-SSS

Edition/Publication Year   2002-2005   Publisher   Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	78	73	66
% At Exceeds State Standards	46	42	28
Number of students tested	114	99	123
Percent of total students tested	100	98	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	88	82	61
% At Exceeds State Standards	47	45	28
Number of students tested	32	27	39
2. Hispanic			
% At or Above Meet State Standards	75	72	69
% At Exceeds State Standards	47	46	28
Number of students tested	72	66	78
3. Students With Disabilities SWD			
% At or Above Meet State Standards	60	54	44
% At Exceeds State Standards	20	36	11
Number of students tested	10	11	18
4. Limited English Proficient LEP			
% At or Above Meet State Standards	20	*	*
% At Exceeds State Standards	0	*	*
Number of students tested	10	8	9
5. Free or Reduced Lunch			
% At or Above Meet State Standards	67	54	56
% At Exceeds State Standards	27	16	25
Number of students tested	15	13	16

 *No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject   Mathematics   Grade   7th   Test   FCAT-SSS

Edition/Publication Year   2002-2005   Publisher   Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which
is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	81	80	69
% At Exceeds State Standards	51	42	34
Number of students tested	114	101	123
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets States Standards	91	96	68
% At Exceeds State Standards	57	50	31
Number of students tested	32	28	38
2. Hispanic			
% At or Above Meet State Standards	78	77	72
% At Exceeds State Standards	50	40	35
Number of students tested	72	67	79
3. Students With Disabilities SWD			
% At or Above Meet State Standards	40	80	28
% At Exceeds State Standards	20	10	6
Number of students tested	10	10	18
4. Limited English Proficient LEP			
% At or Above Meet State Standards	60	45	*
% At Exceeds State Standards	10	9	*
Number of students tested	10	11	9
5. Free or Reduced Lunch			
% At or Above Meet State Standards	67	59	50
% At Exceeds State Standards	34	17	31
Number of students tested	15	12	16

 *No data reported when fewer than ten students tested.

Subject <u>Reading</u>   Grade <u>8th</u>   Test <u>FCAT-SSS</u>

Edition/Publication Year <u>2002-2005</u>   Publisher <u>Florida Department of Education</u>

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	70	65	44
% At Exceeds State Standards	27	28	13
Number of students tested	100	111	108
Percent of total students tested	100	99	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	76	62	54
% At Exceeds State Standards	24	27	6
Number of students tested	25	37	31
2. Black			
% At or Above Meets State Standards	9	*	*
% At Exceeds State Standards	0	*	*
Number of students tested	11	4	6
3. Hispanic			
% At or Above Meet State Standards	78	68	40
% At Exceeds State Standards	33	28	17
Number of students tested	64	68	69
4. Students With Disabilities SWD			
% At or Above Meet State Standards	46	32	45
% At Exceeds State Standards	15	11	27
Number of students tested	13	19	11
5. Free or Reduced Lunch			
% At or Above Meet State Standards	37	51	36
% At Exceeds State Standards	5	23	9
Number of students tested	19	18	11

*No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject   Mathematics   Grade   8th   Test   FCAT-SSS

Edition/Publication Year   2002-2005   Publisher   Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score which
is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards
FCAT Levels (4-5) = Exceeds State Standards

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	88	81	64
% At Exceeds State Standards	69	59	27
Number of students tested	100	112	108
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Meets State Standards	100	79	81
% At Exceeds State Standards	84	57	26
Number of students tested	25	37	31
2. Black			
% At or Above Meets State Standards	36	*	*
% At Exceeds State Standards	18	*	*
Number of students tested	11	4	6
3. Hispanic			
% At or Above Meet State Standards	92	85	58
% At Exceeds State Standards	72	64	29
Number of students tested	64	68	69
4. Students With Disabilities SWD			
% At or Above Meet State Standards	69	50	45
% At Exceeds State Standards	38	20	9
Number of students tested	13	20	11
5. Free or Reduced Lunch			
% At or Above Meet State Standards	58	73	54
% At Exceeds State Standards	32	45	18
Number of students tested	19	18	11

*No data reported when fewer than ten students tested.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject Reading   Grade 3rd   Test FCAT-NRT

Edition/Publication Year 2002-2005   Publisher Florida Department of Education

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	69	80	74
Number of students tested	114	94	135
Percent of total students tested	100	100	99
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	74	82	**
Number of students tested	45	27	**
2. Hispanic			
Median NPR	64	80	**
Number of students tested	57	62	**
3. Students With Disabilities (SWD)			
Median NPR	34	*	**
Number of students tested	10	6	**
4. Limited English Proficient (LEP)			
Median NPR	61	*	**
Number of students tested	16	9	**
5. Free or Reduced Lunch			
Median NPR	53	*	**
Number of students tested	15	4	**

   *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject <u>Mathematics</u>   Grade <u>3rd</u>   Test <u>FCAT-NRT</u>

Edition/Publication Year <u>2002-2005</u>   Publisher <u>Florida Department of Education</u>

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	78	80	79
Number of students tested	115	94	135
Percent of total students tested	100	100	99
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	83	84	**
Number of students tested	46	27	**
2. Hispanic			
Median NPR	75	78	**
Number of students tested	57	62	**
3. Students With Disabilities (SWD)			
Median NPR	43	*	**
Number of students tested	11	6	**
4. Limited English Proficient (LEP)			
Median NPR	84	*	**
Number of students tested	17	9	**
5. Free or Reduced Lunch			
Median NPR	49	*	**
Number of students tested	15	4	**

 *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject Reading   Grade 4th   Test FCAT-NRT

Edition/Publication Year 2002-2005   Publisher   Florida Department of Education

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	73	78	69
Number of students tested	96	113	129
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	79	85	**
Number of students tested	29	31	**
2. Hispanic			
Median NPR	72	74	**
Number of students tested	60	77	**
3. Free or Reduced Lunch			
Median NPR	*	57	**
Number of students tested	4	10	**

  *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject Mathematics   Grade 4th   Test FCAT-NRT

Edition/Publication Year 2002-2005   Publisher   Florida Department of Education

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	80	83	74
Number of students tested	96	113	129
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	87	89	**
Number of students tested	29	31	**
2. Hispanic			
Median NPR	79	81	**
Number of students tested	60	77	**
3. Free or Reduced Lunch			
Median NPR	*	70	**
Number of students tested	4	10	**

 *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject Reading   Grade 5th   Test FCAT-NRT

Edition/Publication Year 2002-2005   Publisher Florida Department of Education

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	79	67	68
Number of students tested	109	122	127
Percent of total students tested	100	99	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	84	76	**
Number of students tested	29	33	**
2. Hispanic			
Median NPR	77	63	**
Number of students tested	75	85	**
3. Students With Disabilities (SWD)			
Median NPR	*	26	**
Number of students tested	7	12	**
4. Limited English Proficient (LEP)			
Median NPR	*	58	**
Number of students tested	9	10	**

 *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject <u>Mathematics</u>   Grade <u>5th</u>   Test <u>FCAT-NRT</u>

Edition/Publication Year <u>2002-2005</u>   Publisher <u>Florida Department of Education</u>

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	83	78	80
Number of students tested	108	122	127
Percent of total students tested	99	99	100
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	86	81	**
Number of students tested	29	33	**
2. Hispanic			
Median NPR	83	76	**
Number of students tested	74	85	**
3. Students With Disabilities (SWD)			
Median NPR	*	43	**
Number of students tested	7	12	**
4. Limited English Proficient (LEP			
Median NPR	*	83	**
Number of students tested	9	10	**

 *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject Reading   Grade 6th   Test FCAT-NRT

Edition/Publication Year 2002-2005   Publisher   Florida Department of Education

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	68	72	59
Number of students tested	111	117	115
Percent of total students tested	99	98	99
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	76	79	**
Number of students tested	31	31	**
2. Black			
Median NPR	55	*	**
Number of students tested	11	6	**
3. Hispanic			
Median NPR	66	68	**
Number of students tested	69	74	**
4. Students With Disabilities (SWD)			
Median NPR	33	*	**
Number of students tested	14	8	**
5. Free or Reduced Lunch			
Median NPR	38	67	**
Number of students tested	16	16	**

 *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject <u>Mathematics</u>　　　　Grade <u>6th</u>　　　　　　Test <u>FCAT-NRT</u>

Edition/Publication Year <u>2002-2005</u>　　　　Publisher <u>Florida Department of Education</u>

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	79	79	68
Number of students tested	111	117	115
Percent of total students tested	99	98	99
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	84	77	**
Number of students tested	31	31	**
2. Black			
Median NPR	61	*	**
Number of students tested	11	6	**
3. Hispanic			
Median NPR	79	80	**
Number of students tested	69	74	**
4. Students With Disabilities (SWD)			
Median NPR	41	*	**
Number of students tested	14	8	**
5. Free or Reduced Lunch			
Median NPR	49	79	**
Number of students tested	16	16	**

 *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject Reading   Grade 7th   Test FCAT-NRT

Edition/Publication Year 2002-2005   Publisher Florida Department of Education

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	72	75	68
Number of students tested	114	101	121
Percent of total students tested	100	100	98
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	79	80	**
Number of students tested	32	28	**
2. Hispanic			
Median NPR	70	76	**
Number of students tested	72	67	**
3. Students With Disabilities (SWD)			
Median NPR	48	75	**
Number of students tested	10	10	**
4. Limited English Proficient (LEP)			
Median NPR	*	46	**
Number of students tested	9	11	**
5. Free or Reduced Lunch			
Median NPR	56	60	**
Number of students tested	15	12	**

 *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject <u>Mathematics</u>   Grade <u>7th</u>   Test <u>FCAT-NRT</u>

Edition/Publication Year <u>2002-2005</u>   Publisher <u>Florida Department of Education</u>

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	83	84	79
Number of students tested	114	101	121
Percent of total students tested	100	100	98
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	87	88	**
Number of students tested	32	28	**
2. Hispanic			
Median NPR	83	84	**
Number of students tested	72	67	**
3. Students With Disabilities (SWD)			
Median NPR	60	80	**
Number of students tested	10	10	**
4. Limited English Proficient (LEP)			
Median NPR	*	75	**
Number of students tested	9	11	**
5. Free or Reduced Lunch			
Median NPR	66	63	**
Number of students tested	15	12	**

 *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject Reading   Grade 8th   Test FCAT-NRT

Edition/Publication Year 2002-2005   Publisher Florida Department of Education

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	79	67	57
Number of students tested	99	112	107
Percent of total students tested	99	100	99
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	82	69	**
Number of students tested	25	37	**
2. Black			
Median NPR	44	*	**
Number of students tested	11	4	**
3. Hispanic			
Median NPR	83	67	**
Number of students tested	63	68	**
4. Students With Disabilities (SWD)			
Median NPR	71	50	**
Number of students tested	12	20	**
5. Free or Reduced Lunch			
Median NPR	54	59	**
Number of students tested	19	18	**

 *No data reported when fewer than ten students tested.
 **No subgroup scores available for 2002-2003.

Key Biscayne K-8 Center
Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)
State Norm-Referenced Test

Subject Mathematics   Grade 8th   Test FCAT-NRT

Edition/Publication Year 2002-2005   Publisher Florida Department of Education

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Median NPR	84	83	71
Number of students tested	99	112	107
Percent of total students tested	99	100	99
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
Median NPR	88	85	**
Number of students tested	25	37	**
2. Black			
Median NPR	49	*	**
Number of students tested	11	4	**
3. Hispanic			
Median NPR	87	83	**
Number of students tested	63	68	**
4. Students With Disabilities (SWD)			
Median NPR	72	66	**
Number of students tested	12	20	**
5. Free or Reduced Lunch			
Median NPR	64	74	**
Number of students tested	19	18	**

   *No data reported when fewer than ten students tested.
  **No subgroup scores available for 2002-2003.