

REVISED, MARCH 7, 2006

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

U.S. Department of Education

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

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

Official School Name William S. Talbot Elementary School
(As it should appear in the official records)

School Mailing Address 5701 NW 43rd Street
(If address is P.O. Box, also include street address)

Gainesville FL 32653-
City State Zip Code+4 (9 digits total)

County Alachua State School Code Number* 0561

Telephone (352) 955-6716 Fax (352) 955-7132

Website/URL http://www.sbac.edu/~talbot/ E-mail colvins@sbac.edu

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. W. Daniel Boyd, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School Board of Alachua County Tel. (352) 955-7300

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. F. Wesley Eubank
(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.

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

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

PART I - ELIGIBILITY CERTIFICATION

[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: 25 Elementary schools
 7 Middle schools
 0 Junior high schools
 7 High schools
 6 Other

 45 TOTAL
2. District Per Pupil Expenditure: 6181.80

 Average State Per Pupil Expenditure: 6443.00

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
 Suburban
 Small city or town in a rural area
 Rural
4. 10 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	10	2	12	7				
K	47	47	94	8				
1	69	54	123	9				
2	64	59	123	10				
3	60	67	127	11				
4	70	56	126	12				
5	71	69	140	Other				
6					391	354	745	
TOTAL STUDENTS IN THE APPLYING SCHOOL →								745

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>71</u> | % White |
| <u>8</u> | % Black or African American |
| <u>6</u> | % Hispanic or Latino |
| <u>14</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 12%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	51
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	42
(3)	Total of all transferred students [sum of rows (1) and (2)]	93
(4)	Total number of students in the school as of October 1	780
(5)	Total transferred students in row (3) divided by total students in row (4)	.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 4%
31 Total Number Limited English Proficient
 Number of languages represented: 7 (Among LEP students)
 Specify languages: Chinese, French, German, Gujarathi, Japanese, Korean, and Spanish

9. Students eligible for free/reduced-priced meals: 15%

Total number students who qualify: 116

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: $\frac{22}{168}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>19</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>62</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>65</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>26</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>130</u> Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>40</u>	<u>2</u>
Special resource teachers/specialists	<u>16</u>	<u>4</u>
Paraprofessionals	<u>29</u>	<u>10</u>
Support staff	<u>12</u>	<u>0</u>
Total number	<u>99</u>	<u>16</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20

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	97 %	97 %	95 %	95 %	95 %
Daily teacher attendance	96 %	96 %	96 %	96 %	95 %
Teacher turnover rate	4 %	11 %	5 %	5 %	11 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Talbot begins each year inviting over 750 students, pre-kindergarten through fifth grade, to its “First Day of School Celebration.” Students are greeted by balloons, banners, Talbot’s tiger mascot, theme characters, and a band performing celebratory tunes. Located in suburban Gainesville, Florida, Talbot Elementary School strives to make everyday a learning celebration.

Talbot’s mission is:

“To teach children in a way that promotes academic growth and life-long learning within a safe, nurturing environment, that recognizes the diversity of children’s needs and abilities.”

Priorities on which all decisions are based include:

- (1) To provide a safe and orderly learning environment;
- (2) To maximize learning and academic gains for ALL students; and,
- (3) To develop habits and attitudes of responsibility, caring, and life-long learning.

Learning is Talbot’s central purpose taking precedence over everything else. An “A” school since the inception of the Florida Recognition Program, we believe in the ability of *every* student to learn, achieve high standards, and to continue to grow academically through differentiated instruction utilizing research-based strategies. All teachers use a planning system coined as “SHEAP” which ensures *every* lesson addresses priority learning *S*-tandards, incorporates *H*-igh-yield instructional strategies, *E*-ngages learners with proven engagement techniques, and *A*-ssesses achievement with *P*-roduct accountability.

Talbot maintains mutually supportive relationships with parents and community. Boasting one of the highest volunteerism rates in the county, Talbot regularly involves parents holding frequent parent conferences, providing family outreach through its “Tiger Cubs” program, offering parent education programs like “Family Math Night”, and maintaining communication through daily student planners, weekly folders, and regular newsletters. Parents help set school goals and policies. Some of our best ideas have come from parents, ex: Talbot’s “Well-Cat” nutrition and exercise program. Talbot’s close ties to families, high standards, nurturing environment, and deep commitment to learning contribute to a sense of belonging and pride among students. Values of respect, tolerance, and inclusion are promoted and celebrated. Over 85% of disabled students are fully included with 100% included for at least part of the day. Additionally, students with limited English proficiency are fully included in the general education program. Science fairs, international fairs, health and fitness fairs, “Music in Our Schools” programs, and on-line project and artwork displays celebrate the accomplishments of students.

Talbot’s outstanding teachers and staff are continuously engaged in professional development through established learning communities including study groups, a teacher mentoring program with model classrooms, and teacher leadership teams. Talbot continues to acquire a large body of knowledge and strategies to improve current practice and ensure that ALL students achieve adequate learning gains. A school-wide literacy plan strives to maximize each student’s growth in reading and infuse reading instruction in virtually every activity. Additionally, a well-developed system for monitoring student performance is used to improve individual student progress and the instructional program. Teachers, grade levels, and cross grade-level committees follow a defined process for using data to make instructional and programmatic decisions and to identify and remediate gaps in individual student learning. Extended learning opportunities after school include supplemental reading instruction, book clubs, chess club, curriculum clubs, French and Spanish, SECME team, and Talbot’s Extended Day Enrichment Program.

Talbot offers an organized, positive learning environment with clearly articulated procedures to reduce distractions, maximize instructional time, and ensure student safety. A positive and proactive behavior management program, *CHAMPS*, is used throughout the school. Talbot’s strong student support department teaches students to care for themselves and others, and serves to develop leadership skills through Talbot’s Leading Citizen’s and Citizen of the Month programs, Skills for School Success program, and Safety Patrols.

Talbot Elementary exhibits the best qualities of public education: access for all, opportunity for all, achievement for all, and value for all.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading and mathematics.

The Florida Comprehensive Assessment Test (FCAT) was developed to measure the achievement of Florida’s students. It is comprised of two parts, the FCAT-NRT (Norm-Referenced Test) and FCAT-SSS (Sunshine State Standards). The FCAT-SSS is designed to measure students’ performance of writing, reading, mathematics, and science as outlined in the Florida Sunshine State Standards. The FCAT-NRT is a nationally norm-referenced test used to compare student performance in reading and mathematics with the performance of students nationwide. All public school students in grades 3-10 are required to take both the FCAT-NRT and FCAT-SSS in early March of each year. The few students with significant disabilities judged unable to take the FCAT are given an approved Alternative Assessment.

Test results are used to determine student proficiency of grade level standards and are one measure of how prepared students are to be promoted to the next grade level. Based upon scale scores on the FCAT-SSS, students are assigned a performance level from one to five (Level 1- Below Basic, Level 2 – Basic, Level 3 & 4 – Proficient, Level 5-Advanced). Students in third grade who perform below basic (Level 1) in reading are required, by State law, to be retained. Students are also expected to perform at the 51st percentile or above on the FCAT-NRT to be considered proficient at that grade level.

Achievement and learning gain scores are provided. The State statistically converts the FCAT-SSS scale scores into “developmental scale scores.” The difference between the developmental scale score from one year to the next year results in the “gain score.” Gain scores are determined to be “adequate” if they equal the state’s calculation for a year’s growth. Talbot’s primary focus is on the achievement of adequate gain scores, with particular concern for reading gain scores. Average gain scores for Talbot increased in reading and math (combined) from 99 in 2001-2002 to 180 in 2005! Talbot gain scores have consistently exceeded average gain scores for the district and state in reading and have exceeded or equaled district and state gains in mathematics. Reports available at <http://www.firn.edu/doe/sas/fact/fcinfpog.htm>.

Examination of reading and mathematics scores for Talbot Elementary over the past five years shows continuous improvement. As seen in the chart below, the percentage of students scoring at a Level 3 (proficient) or higher increased from 2000-2001 with 85% in reading and 80% in mathematics scoring at a Level 3 or higher to 2004-2005 with 95% in reading and 97% in mathematics scoring at a Level 3 or higher. Additionally students with disabilities scoring a level 3 or higher increased in reading from 49% in 01-02 to 76% in 04-05 and in math from 41% to 70%.

Talbot Elementary School FCAT-SSS Results for Standard Curriculum Students in Grades 3-5:

School Year	Level 3+ in Reading	Level 3+ in Math	School Grade
2000-2001	85	80	A
2001-2002	89	84	A
2002-2003	91	89	A
2003-2004	91	89	A
2004-2005	95	97	A

Reports available at <http://www.firn.edu/doe/schoolgrades/>.

Although gains have been achieved each year, there are two years where significant increases are noted in reading scores, mathematics scores, or both. A change implemented in the 2001-2002 school year is the school-wide implementation of a data analysis system in which individual teachers, grade level teams, and school-wide curriculum teams employ a system for using data to make instructional and programmatic decisions. A change implemented in the 2004-2005 school year is the implementation of the SHEAP planning system, which ensures standards-based lessons, high levels of student engagement, and assessment and feedback for each lesson, as well as establishment of learning communities within the school. Both of these changes are in conjunction with a great deal of professional development and inservice education.

1. Show how the school uses assessment data to understand and improve student and school performance.

Talbot Elementary School began employing a data analysis system in 2001 recommended by Mike Schmoker in his ASCD publication entitled *Results: The Key to Continuous Improvement*. Every teacher maintains a class profile sheet with individual student performance and demographic data. Included are reading, writing, and math achievement scores and school-based assessment information. Based upon their analysis of the data (which teachers are trained to do), teachers set individual student and class academic growth goals and develop action plans to achieve those goals. Teachers meet with the principal quarterly to review data and action plans and monitor student and class progress.

Team leaders for each grade and instructional area present compiled data to their team and collaboratively determine strengths, weaknesses, and goals. A team instructional action plan is then developed. Similarly, Talbot's Curriculum Council uses compiled total school performance and demographic data, including disaggregated data, to identify school-wide instructional priorities and identify subgroups in need of specialized interventions as well as curricular areas in need of improvement. Ex: Gifted students demonstrated inadequate gains in reading resulting in gifted programmatic changes. School-wide data is reviewed three times a year with the entire faculty to determine effective school-wide interventions and areas needing further improvement. Professional development is aligned with the needs, goals, and objectives resulting from data analysis.

Virtually every organization within Talbot utilizes assessment data to improve student and school performance. Talbot's School Advisory Council uses data to determine student performance goals and objectives each year and to determine the amount of improvement necessary to have achieved "adequate progress." The Student Services Department uses data to identify students in need of possible testing for special programs or individualized assistance with the ESE Department using assessment data to provide a diagnostic/prescriptive program for students and to assist with developing differentiated instruction in the classroom.

4. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Student assessment data are shared with students, parents, and the community on a regular basis. Standardized test results are shared in a parent conference with parents, if possible, or sent home with students at the end of the year or mailed via U.S. Mail. Full explanations as to how to interpret the scores are provided along with a contact number at the school if a parent has questions.

School results are published on the school and district website, the Department of Education website, featured in a special edition of the monthly newsletter, shared at Parent-Teacher Association and School Advisory Council meetings, and published in the local newspaper. In addition, school assessment data is shared in a document entitled, "Can We Talk?" which is written by the principal and sent to all parents six times a year as a response to questions and issues that arise as a result of the School Climate Survey sent each year. Finally, a public hearing with the school community is required when presenting the school's proposed School Improvement Plan where assessment results are shared as well.

Individual student classroom performance is regularly communicated to students and parents through weekly work folders, school-wide parent conference evenings held three times a year, daily student planners in grades 3-5, Mid-Term Progress Reports, and via e-mail, phone conferences, notes, and report cards. Teachers conference with students regarding their academic progress on a regular basis. Talbot has a strict "No Surprises Policy" requiring that students and parents be kept informed as to their progress and how they can improve. Finally, the principal reviews all assessment data on individual students with her support team to determine if an Educational Planning Team (EPT) meeting is necessary to address concerns or discrepancies in a student's performance. Parents, counselors, teachers, and administrators review student assessment data at the meeting and develop interventions to address academic concerns.

5. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

Talbot Elementary School strives to make the school a friendly, caring, and welcoming environment. We have partnerships with various departments at the University of Florida and welcome and work with many student interns. Currently, Talbot Elementary School is part of a cohort with six other schools to work collaboratively with the Lastinger Center at the University of Florida in developing and maintaining learning communities within the school. Principals of these schools meet regularly and schools send visiting teams of teachers to each other to gain knowledge and ideas from schools they visit.

Talbot is known for its high level of inclusion of students with disabilities in the general education program, including students with very involved disabilities. Working with 8 other schools in the county as part of a county-wide inclusion study team, we have hosted many, many visiting teachers and professionals who wish to come to the school to learn methods for including students with disabilities. We not only have in-county visitors but have had visiting teachers and professionals from other parts of the state as well.

Talbot has many highly qualified teachers and staff who regularly present at district, state, and national educational conferences. One teacher publishes success stories from Talbot on a regular basis for a local educational publication. Two teachers teach graduate level courses at the University of Florida for teachers and prospective teachers from around the county and surrounding area. Six teachers serve as trainers for district teachers teaching a variety of instructional or behavioral strategies such as CRISS strategies, ESOL strategies, and Kagen structures. Two teachers are facilitators for the county in the teacher orientation program for beginning teachers. Additionally, Talbot has partnered with other schools for professional development sessions and training.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Describe in one page the school’s curriculum.

Talbot’s overriding focus is on ensuring that all students continuously achieve adequate learning gains, regardless of their current achievement level. As such, high academic expectations supported by excellent and differentiated instruction within a learning environment that encourages acceptance and risk taking must be in place. All instruction at Talbot is designed to teach the Florida Sunshine State Standards, with priority given to reading standards. Reading is integrated in every area of instruction, recognizing the impact reading proficiency has on all areas of learning.

Language Arts

The language arts curriculum is comprised of reading, writing, speaking, and listening. Beginning with a strong phonemic awareness program in kindergarten and first grade, students move toward becoming fluent and proficient readers by the end of third grade applying and expanding their reading skills in grades 4 & 5 using more challenging texts such as expository texts, writing to support their reading, and honing their comprehension and meta-cognition skills. The K-5 program is built upon the five keys to reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Grade level instruction is provided for all students *including* students with disabilities. Leveled reading instruction, intensive support for struggling readers, and above-level instruction for gifted and talented readers is provided. A writing instructional scope and sequence is followed from grades K-5 to ensure that all students write narrative, expository, and persuasive essays by the end of grade 5 which are focused, organized, well developed, and follow basic conventions. Listening and speaking skills are integrated throughout the curriculum.

Mathematics

Talbot’s mathematics program is based on the five critical components of number sense, measurement, probability, algebraic thinking, and geometry. Students are encouraged to think critically, engage in problem solving, and apply their mathematical knowledge. Grade level instruction is provided for all students *including* students with disabilities. Leveled instruction and intensive support for struggling students is provided as well as an advanced mathematics program for gifted and talented students.

Science and Social Studies

A major focus of content area instruction is increasing each child’s ability to read and comprehend content-based text. Direct instruction in how to read content area textbooks is provided as well as using non-fiction leveled books during guided leveled reading and content instruction. Graphic organizers and note-taking strategies are taught (CRISS strategies) to help students read, organize, and comprehend informational material. An important feature of the science program is using and understanding the scientific process through hands on instruction and experimentation. Students in grades 3-5 visit a science lab weekly and upper level students are given the opportunity to conduct simulated science experiments in the computer lab. Each year Talbot hosts a science fair where students display science projects. Fourth and fifth grade students also submit engineering projects for county-level SECME competition. The social studies program develops awareness of and appreciation for other cultures, develops responsible citizens, and helps students to acquire knowledge of significant world events. Hands-on projects are displayed at Talbot’s educational fair and the International Fair. Internet research studies are conducted which includes developing a Power-Point presentation by the end of fifth grade.

The Arts & Physical Education

Talbot has a strong and viable fine arts program in which students attend art and music classes weekly. Even within the fine arts, teachers reinforce academic skills. Students perform chorally each year, display artwork of many genres such as clay, weaving, painting, and charcoal, and express their appreciation of the fine arts through their participation in integrated units. Talbot provides a comprehensive physical education program with PE classes provided in grades K-5 twice a week and taught by a certified PE instructor. Additionally, there is a “Morning Milers” club where students may come before school to walk or run the track. Students with disabilities, including those with significant disabilities, are included in general physical education classes where teachers certified in adaptive PE teach them.

2. Reading: Describe in one-half page the school's reading curriculum.

Talbot Elementary School has a School-Wide Literacy Improvement Plan developed collaboratively by teachers representing all grade levels and instructional areas who serve on Talbot's Reading Leadership Team. The plan is based upon student performance data indicating reading strengths and areas in need of improvement, Florida State Sunshine Standards for Reading, and current research in effective reading instruction. The Literacy Plan serves as a guide and programmatic framework for all reading instruction throughout the school with the goal of ensuring that all students are proficient in reading AND continuously improve in their reading proficiency achieving adequate yearly gains. The six components of the Literacy plan are: (1) Teaching priority reading standards including the five essential reading components of phonemic awareness, phonics, vocabulary, fluency, and comprehension; (2) Providing instruction across the curriculum in the six reading comprehension strategies of predicting, making connections, summarizing, visualizing, questioning, and inferring, identified in the research as key to continued reading growth; (3) Ensuring differentiated instruction which includes providing a diagnostic-prescriptive ESE program with supplemental reading instruction, providing leveled reading instruction for a portion of the 90-120 minute reading block while challenging higher ability reading students using a specialized curriculum (*William and Mary's Language Arts Program for High Ability Learners*); (4) Teaching reading in the content area giving students strategies they can use to organize, recall, and comprehend information texts; (5) Assessment-based planning and instruction; and (6) Strong and varied professional development. Research support programs utilized to support Talbot's literacy plan are Harcourt's *Trophies* reading series supplemented by *Open Court* reading series in grades K-2 and the Kendall-Hunt *Pegasus* reading program (based upon CRISS strategies) in grades 4 and 5. Additionally, the *Jamestown Non-Fiction Reading Series* is used as part of leveled reading instruction and content-area reading for grades 3-5. *Accelerated Reader* software is used along with student conferencing and reading response logs to monitor independent reading as part of Talbot's school-wide homework plan requiring 20 – 45 minutes of reading a night.

3. Mathematics, Science, Art, Etc.: Describe one other curriculum area of the school's choice.

Talbot Elementary School's mission is to "teach children in a way that promotes academic growth and life-long learning ...recognizing the diversity of children's needs and abilities." Essential to achieving this mission is the prioritization and instruction of mathematical and problem solving abilities, challenging all children at their ability and increasing their confidence in themselves and in their mathematical and problem solving abilities. Providing a standards-based mathematics program aligned with the Florida Sunshine State Standards is the first and most important step in achieving this goal. Achievement of these standards moves students beyond basic computation proficiency to being proficient in number and operational concepts, measurement, geometry and spatial sense, algebraic thinking, problem solving, and statistics & probability. Utilizing the research-based Harcourt Math series as the core program, teachers supplement their instruction with the Sunshine State Math program, a challenging program designed to teach higher-level thinking and problem solving skills. Fundamental to all mathematics and thinking skills is the attainment of basic mathematical facts. Talbot has a school-wide math facts computer program, *Math in a Flash*, used both at school and at home. Math facts competition programs for grades 4 and 5 and classroom incentives in other grade levels motivate and encourage students. An accelerated mathematics program is offered in grades 4 and 5 for students demonstrating gifted abilities in mathematics. Instruction is problem-solving based with students able to progress as far as they are capable. Students in need of remediation are provided remediation in the classroom and all mathematics instruction is differentiated to meet individual needs of students and for students with disabilities. Mathematics is integrated into other subjects, particularly in science, through utilization of GEMS (Great Expectations in Math and Science) and AIMS (Activities Integrating Math and Science) materials during math and science instruction and in Talbot's science lab. School-wide math activities include Chess Club, SECME club, after school math club, and "Family Math Night." Due to our outstanding math teachers who utilize instructional strategies recommended by the National Council of Teachers of Mathematics, Talbot students soar in the mathematical achievement, leave with a confident attitude in mathematics, and have skills, which facilitate life-long learning.

4. Instructional Methods: Describe different instructional methods the school uses to improve student learning.

Instructional methods utilized at Talbot Elementary School are primarily derived from the nine categories of high-yield strategies *proven* to increase student achievement and outlined in the book, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Talbot's school-wide planning system (*SHEAP*) described earlier and used by teachers when planning for instruction, calls for High – yield strategies to be utilized in each instructional lesson. High-yield strategies are highlighted as follows with examples of how Talbot uses these strategies to improve student learning:

- (1) Identifying similarities and differences: ex. Venn diagrams, compare/contrast charts, *WordMasters* – program that uses analogies to introduce and learn vocabulary;
- (2) Summarizing and note taking: ex. CRISS strategies, two-column notes, one-sentence summaries, reciprocal teaching, summarization charts & graphic organizers;
- (3) Reinforcing effort and providing recognition: ex. TLC program recognizing students for improvement academically or behaviorally, use of specific academic praise, student-teacher conferencing;
- (4) Non-linguistic representations: ex. CRISS strategies, graphic organizers, visual imagery, and pictographic representations;
- (5) Setting objectives and providing feedback: ex. student goal setting, direct instruction of learning objective, posting Sunshine State Standards in classrooms;
- (6) Cooperative learning: ex. Kagen cooperative grouping structures, reciprocal teaching;
- (7) Appropriate homework and practice: ex. School-wide homework requirement of 20 – 45 minutes of reading each night;
- (8) Generating and testing hypotheses: ex. Scientific method, predicting and confirming charts, problem solving; investigations; and,
- (9) Cues, questions, and advance organizers: ex. reciprocal teaching, Bloom's taxonomy for questioning, QAR's, and CRISS strategies.

5. Professional Development: Describe the school's professional development program.

Talbot has adopted the premise that the most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities. Through mutual cooperation, shared learning, and professional growth, Talbot teachers work together to improve student achievement. In partnership with the Lastinger Center, established to facilitate the development of professional learning communities, Talbot uses professional development to accomplish the following goals: 1) maximize our capacity for change and improvement, 2) enhance teacher effectiveness in ensuring academic success and learning gains, and 3) increase professional collaboration and conversations in order to “accomplish together what cannot be accomplished alone.” Professional development structures include whole faculty sessions where high-yield strategies are modeled, teachers or consultants present effective instructional strategies, staff are trained in how to operate as learning communities, and school-wide goals, priorities, and processes (ex. data analysis process) are developed; team meetings where performance data is analyzed, team/grade level goals and interventions are developed, student work is “studied” together, and inquiry and reflection sessions are conducted and led by team leaders; book clubs/study groups where teachers lead other teachers in study and discussion of research and literature; model classrooms designated as settings to observe specific instructional strategies or programs; mentorships including mentoring new teachers or teachers trying new strategies; and video training sessions. Some of the clearest examples of the impact of training on achievement can be seen when noting the significant increase in test scores from 2001 to 2002 after the staff was trained in how to utilize student performance data to plan for instruction (increased 5 percent in number of students achieving proficiency in reading and math) and from 2004 to 2005 with training in and implementation of the *SHEAP* planning system where teachers worked collaboratively to learn how to provide standards-based lessons, utilizing high-yield strategies, attain high learner engagement, and assess lesson achievement (5-8% increase in number of students achieving proficiency in reading and math).

Talbot Elementary School

**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test**

Subject: Reading Grade: 3-5

Test: FCAT Sunshine State Standards Edition/Publication Year: 2001 through 2005

Publisher: Florida Department of Education

(Gr. 4 only)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	3/05	3/04	3/03	3/02	3/01
SCHOOL SCORES*					
% At or Above Basic Level on State Standards	99	97	98	96	93
% At or Above Proficient on State Standards	95	90	91	89	83
% At Advanced State Standards	27	21	17	19	54
Number of students tested	386	423	401	429	130
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	8	3	9	10	+
Percent of students alternatively assessed	2	1	2	2	+
SUBGROUP SCORES					
1. White					
% At or Above Basic Level on State Standards	98	97	97	95	93
% At or Above Proficient on State Standards	93	90	89	89	86
% At Advanced State Standards	25	19	16	16	59
Number of students tested	268	276	258	282	94
2. Black					
% At or Above Basic Level on State Standards	85	83	75	67	68
% At or Above Proficient on State Standards	67	62	52	41	46
% At Advanced State Standards	8	3	3	00	14
Number of students tested	33	68	79	89	69
3. Asian					
% At or Above Basic Level on State Standards	100	84	95	+	+
% At or Above Proficient on State Standards	98	83	87	+	+
% At Advanced State Standards	22	26	38	+	+
Number of students tested	46	44	32	27	8
4. Free or reduced lunch					
% At or Above Basic Level on State Standards	99	85	91	73	+
% At or Above Proficient on State Standards	83	70	63	58	+
% At Advanced State Standards	8	11	6	7	+
Number of students tested	58	83	103	107	+
5. Students with disabilities					
% At or Above Basic Level on State Standards	85	84	78	68	+
% At or Above Proficient on State Standards	76	73	56	49	+
% At Advanced State Standards	4	6	4	9	+
Number of students tested	83	90	90	90	16
6. Specific learning disabled					
% At or Above Basic Level on State Standards	85	87	81	63	68
% At or Above Proficient on State Standards	76	77	61	34	68
% At Advanced State Standards	4	8	4	7	53
Number of students tested	59	68	48	60	13
7. Section 504					
% At or Above Basic Level on State Standards	97	+	+	+	+
% At or Above Proficient on State Standards	76	+	+	+	+
% At Advanced State Standards	14	+	+	+	+
Number of students tested	37	32	16	18	9

*Standard Curriculum + Data unavailable.

Basic = Lv 2 Meeting State Standards = Lv 3&4 Advanced State Standard = Lv 5

Students alternatively assessed are primarily students from one of the two functional ESE units at Talbot.

Talbot Elementary School
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject: Reading Grade: 3
 Test: FCAT Sunshine State Standards Edition/Publication Year: 2001 through 2005
 Publisher: Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	3/05	3/04	3/03	3/02	3/01
SCHOOL SCORES*					
% At or Above Basic Level on State Standards	100	97	97	95	+
% At or Above Proficient on State Standards	95	92	89	86	+
% At Advanced State Standards	20	21	16	23	+
Number of students tested	133	160	123	142	+
Percent of total students tested	99	100	100	100	+
Number of students alternatively assessed	2	1	2	3	+
Percent of students alternatively assessed	1%	<1	1	2	+
SUBGROUP SCORES					
1. White					
% At or Above Basic Level on State Standards	95	97	96	98	+
% At or Above Proficient on State Standards	91	93	89	95	+
% At Advanced State Standards	20	19	14	26	+
Number of students tested	96	107	84	90	+
2. Black					
% At or Above Basic Level on State Standards	100	87	95	79	+
% At or Above Proficient on State Standards	+	71	60	53	+
% At Advanced State Standards	+	4	5	00	+
Number of students tested	9	24	22	34	+
3. Asian					
% At or Above Basic Level on State Standards	100	82	100	+	+
% At or Above Proficient on State Standards	100	82	100	+	+
% At Advanced State Standards	20	35	70	+	+
Number of students tested	15	17	10	6	+
4. Free or reduced lunch					
% At or Above Basic Level on State Standards	100	91	97	86	+
% At or Above Proficient on State Standards	80	64	67	69	+
% At Advanced State Standards	15	14	12	12	+
Number of students tested	20	22	33	42	+
5. Students with disabilities					
% At or Above Basic Level on State Standards	78	89	95	85	+
% At or Above Proficient on State Standards	70	81	68	75	+
% At Advanced State Standards	4	8	5	15	+
Number of students tested	23	38	22	27	+
6. Specific learning disabled					
% At or Above Basic Level on State Standards	77	93	100	+	+
% At or Above Proficient on State Standards	62	83	73	+	+
% At Advanced State Standards	8	10	00	+	+
Number of students tested	13	29	15	9	+
7. Section 504					
% At or Above Basic Level on State Standards	100	80	+	+	+
% At or Above Proficient on State Standards	80	60	+	+	+
% At Advanced State Standards	20	7	+	+	+
Number of students tested	15	15	3	2	+

*Standard Curriculum + Data unavailable.
 Basic = Lv 2 Meeting State Standards = Lv 3&4 Advanced State Standard = Lv 5
 Students alternatively assessed are primarily students from one of the two functional ESE units at Talbot.

Talbot Elementary School
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject: Reading Grade: 4
 Test: FCAT Sunshine State Standards Edition/Publication Year: 2001 through 2005
 Publisher: Florida Department of Education

Testing month	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
3/05	3/04	3/03	3/02	3/01	
SCHOOL SCORES*					
% At or Above Basic Level on State Standards	99	100	96	94	93
% At or Above Proficient on State Standards	96	94	90	87	83
% At Advanced State Standards	28	21	21	18	18
Number of students tested	135	124	136	156	130
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	3	1	4	4	+
Percent of students alternatively assessed	2	<1	3	3	+
SUBGROUP SCORES					
1. White					
% At or Above Basic Level on State Standards	98	98	96	90	93
% At or Above Proficient on State Standards	95	94	87	82	87
% At Advanced State Standards	22	19	18	14	20
Number of students tested	93	85	82	99	130
2. Black					
% At or Above Basic Level on State Standards	85	93	67	53	68
% At or Above Proficient on State Standards	54	73	57	34	46
% At Advanced State Standards	8	4	00	00	5
Number of students tested	13	15	30	30	22
3. Asian					
% At or Above Basic Level on State Standards	100	88	100	92	+
% At or Above Proficient on State Standards	100	88	73	77	+
% At Advanced State Standards	27	35	36	38	+
Number of students tested	15	16	11	13	8
4. Free or reduced lunch					
% At or Above Basic Level on State Standards	100	89	76	58	+
% At or Above Proficient on State Standards	85	72	64	39	+
% At Advanced State Standards	00	14	6	5	+
Number of students tested	13	28	33	38	+
5. Students with disabilities					
% At or Above Basic Level on State Standards	91	86	69	51	+
% At or Above Proficient on State Standards	76	77	50	30	+
% At Advanced State Standards	3	8	3	3	+
Number of students tested	34	22	32	37	+
6. Specific learning disabled					
% At or Above Basic Level on State Standards	92	89	76	50	68
% At or Above Proficient on State Standards	75	84	58	26	68
% At Advanced State Standards	4	10	6	3	15
Number of students tested	24	19	17	30	13
7. Section 504					
% At or Above Basic Level on State Standards	93	+	+	+	+
% At or Above Proficient on State Standards	73	+	+	+	+
% At Advanced State Standards	7	+	+	+	+
Number of students tested	15	8	4	7	9

*Standard Curriculum
 Basic = Lv 2 Meeting State Standards = Lv 3&4 Advanced State Standard = Lv 5
 Students alternatively assessed are primarily students from one of the two functional ESE units at Talbot.
 + Data unavailable.

Talbot Elementary School
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject: Reading Grade: 5
 Test: FCAT Sunshine State Standards Edition/Publication Year: 2001 through 2005
 Publisher: Florida Department of Education

Testing month	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
3/05	3/04	3/03	3/02	3/01	
SCHOOL SCORES*					
% At or Above Basic Level on State Standards	99	93	99	98	+
% At or Above Proficient on State Standards	94	84	94	94	+
% At Advanced State Standards	32	22	15	15	+
Number of students tested	118	139	142	131	+
Percent of total students tested	99	100	100	100	+
Number of students alternatively assessed	3	1	3	3	+
Percent of students alternatively assessed	3	<1	1	2	+
SUBGROUP SCORES					
1. White					
% At or Above Basic Level on State Standards	100	96	99	98	+
% At or Above Proficient on State Standards	96	82	95	90	+
% At Advanced State Standards	32	20	16	16	+
Number of students tested	79	84	92	93	+
2. Black					
% At or Above Basic Level on State Standards	100	69	63	68	+
% At or Above Proficient on State Standards	73	51	44	56	+
% At Advanced State Standards	9	00	00	00	+
Number of students tested	11	29	27	25	+
3. Asian					
% At or Above Basic Level on State Standards	100	82	92	+	+
% At or Above Proficient on State Standards	94	64	84	+	+
% At Advanced State Standards	19	9	17	+	+
Number of students tested	16	11	12	8	+
4. Free or reduced lunch					
% At or Above Basic Level on State Standards	96	76	70	74	+
% At or Above Proficient on State Standards	80	65	51	67	+
% At Advanced State Standards	8	6	00	4	+
Number of students tested	25	33	37	27	+
5. Students with disabilities					
% At or Above Basic Level on State Standards	100	78	69	69	+
% At or Above Proficient on State Standards	88	56	51	42	+
% At Advanced State Standards	4	3	3	8	+
Number of students tested	26	32	36	26	+
6. Specific learning disabled					
% At or Above Basic Level on State Standards	100	80	69	76	+
% At or Above Proficient on State Standards	91	65	50	43	+
% At Advanced State Standards	5	5	4	10	+
Number of students tested	22	20	36	21	+
7. Section 504					
% At or Above Basic Level on State Standards	+	+	+	+	+
% At or Above Proficient on State Standards	+	+	+	+	+
% At Advanced State Standards	+	+	+	+	+
Number of students tested	7	9	9	9	+

*Standard Curriculum
 Basic = Lv 2 Meeting State Standards = Lv 3&4 Advanced State Standard = Lv 5
 Students alternatively assessed are primarily students from one of the two functional ESE units at Talbot.
 + Data unavailable.

Talbot Elementary School
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject Mathematics Grade: 3-5
 Test: FCAT Sunshine State Standards Edition/Publication Year: 2001 through 2005
 Publisher: Florida Department of Education

(Gr. 5 only)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	3/05	3/04	3/03	3/02	3/01
SCHOOL SCORES*					
% At or Above Basic Level on State Standards	98	94	92	88	93
% At or Above Proficient on State Standards	97	89	89	84	80
% At Advanced State Standards	29	27	25	19	21
Number of students tested	389	423	401	429	140
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	8	3	9	10	+
Percent of students alternatively assessed	2	<1	2	2	+
SUBGROUP SCORES					
1. White					
% At or Above Basic Level on State Standards	98	96	96	95	91
% At or Above Proficient on State Standards	94	89	85	85	79
% At Advanced State Standards	28	23	23	19	18
Number of students tested	271	276	258	281	139
2. Black					
% At or Above Basic Level on State Standards	85	83	74	62	78
% At or Above Proficient on State Standards	58	51	54	42	63
% At Advanced State Standards	1	0	2	5	9
Number of students tested	33	68	79	89	69
3. Asian					
% At or Above Basic Level on State Standards	100	100	100	92	92
% At or Above Proficient on State Standards	97	89	97	89	92
% At Advanced State Standards	33	47	54	43	33
Number of students tested	46	44	33	27	12
4. Free or reduced lunch					
% At or Above Basic Level on State Standards	93	85	77	67	+
% At or Above Proficient on State Standards	78	56	62	58	+
% At Advanced State Standards	6	6	10	6	+
Number of students tested	60	81	103	107	+
5. Students with disabilities					
% At or Above Basic Level on State Standards	90	80	71	64	+
% At or Above Proficient on State Standards	78	66	52	46	+
% At Advanced State Standards	10	4	4	4	+
Number of students tested	85	92	90	89	+
6. Specific learning disabled					
% At or Above Basic Level on State Standards	90	93	78	65	+
% At or Above Proficient on State Standards	73	64	54	46	+
% At Advanced State Standards	11	6	4	00	+
Number of students tested	60	68	58	60	7
7. Section 504					
% At or Above Basic Level on State Standards	97	+	+	+	+
% At or Above Proficient on State Standards	83	+	+	+	+
% At Advanced State Standards	17	+	+	+	+
Number of students tested	22	32	16	18	4

*Standard Curriculum

Basic = Lv 2 Meeting State Standards = Lv 3&4 Advanced State Standard = Lv 5

Students alternatively assessed are primarily students from one of the two functional ESE units at Talbot.

+ Data unavailable.

Talbot Elementary School
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject Mathematics Grade: 3

Test: FCAT Sunshine State Standards Edition/Publication Year: 2001 through 2005

Publisher: Florida Department of Education

Testing month	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES*	3/05	3/04	3/03	3/02	3/01
% At or Above Basic Level on State Standards	99	97	97	94	+
% At or Above Proficient on State Standards	97	92	94	84	+
% At Advanced State Standards	35	29	29	22	+
Number of students tested	133	160	123	142	+
Percent of total students tested	99	100	100	100	+
Number of students alternatively assessed	2	1	2	0	+
Percent of students alternatively assessed	1	<1	1	0	+
SUBGROUP SCORES					
1. White					
% At or Above Basic Level on State Standards	98	98	98	97	+
% At or Above Proficient on State Standards	96	92	93	89	+
% At Advanced State Standards	35	27	31	27	+
Number of students tested	96	107	123	90	+
2. Black					
% At or Above Basic Level on State Standards	100	75	91	65	+
% At or Above Proficient on State Standards	+	63	78	50	+
% At Advanced State Standards	+	00	5	3	+
Number of students tested	9	24	22	34	+
3. Asian					
% At or Above Basic Level on State Standards	100	100	100	+	+
% At or Above Proficient on State Standards	100	94	100	+	+
% At Advanced State Standards	40	41	50	+	+
Number of students tested	15	17	10	5	+
4. Free or reduced lunch					
% At or Above Basic Level on State Standards	95	77	94	76	+
% At or Above Proficient on State Standards	90	54	85	64	+
% At Advanced State Standards	5	5	12	12	+
Number of students tested	20	22	33	42	+
5. Students with disabilities					
% At or Above Basic Level on State Standards	91	87	91	70	+
% At or Above Proficient on State Standards	78	76	69	55	+
% At Advanced State Standards	17	5	5	11	+
Number of students tested	23	38	22	27	+
6. Specific learning disabled					
% At or Above Basic Level on State Standards	92	90	93	+	+
% At or Above Proficient on State Standards	77	76	73	+	+
% At Advanced State Standards	15	7	00	+	+
Number of students tested	15	29	15	9	+
7. Section 504					
% At or Above Basic Level on State Standards	100	80	+	+	+
% At or Above Proficient on State Standards	93	61	+	+	+
% At Advanced State Standards	27	27	+	+	+
Number of students tested	15	15	3	2	+

*Standard Curriculum

Basic = Lv 2 Meeting State Standards = Lv 3&4 Advanced State Standard = Lv 5

Students alternatively assessed are primarily students from one of the two functional ESE units at Talbot.

+ Data unavailable.

Talbot Elementary School
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject Mathematics Grade: 4
 Test: FCAT Sunshine State Standards Edition/Publication Year: 2001 through 2005
 Publisher: Florida Department of Education

Testing month	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
3/05	3/04	3/03	3/02	3/01	
SCHOOL SCORES*					
% At or Above Basic Level on State Standards	99	99	98	94	+
% At or Above Proficient on State Standards	94	97	84	83	+
% At Advanced State Standards	26	25	21	14	+
Number of students tested	136	124	136	156	+
Percent of total students tested	99	100	100	100	+
Number of students alternatively assessed	3	1	4	4	+
Percent of students alternatively assessed	2	1	3	3	+
SUBGROUP SCORES					
1. White					
% At or Above Basic Level on State Standards	97	100	95	93	+
% At or Above Proficient on State Standards	95	95	83	80	+
% At Advanced State Standards	22	20	17	9	+
Number of students tested	94	85	82	98	+
2. Black					
% At or Above Basic Level on State Standards	77	93	67	57	+
% At or Above Proficient on State Standards	31	53	44	30	+
% At Advanced State Standards	0	00	00	00	+
Number of students tested	13	15	30	30	+
3. Asian					
% At or Above Basic Level on State Standards	100	100	100	92	+
% At or Above Proficient on State Standards	100	81	100	92	+
% At Advanced State Standards	33	44	36	46	+
Number of students tested	15	16	11	13	+
4. Free or reduced lunch					
% At or Above Basic Level on State Standards	92	100	76	61	+
% At or Above Proficient on State Standards	62	60	52	40	+
% At Advanced State Standards	5	4	9	00	+
Number of students tested	13	26	33	38	+
5. Students with disabilities					
% At or Above Basic Level on State Standards	85	95	59	61	+
% At or Above Proficient on State Standards	68	57	50	36	+
% At Advanced State Standards	6	00	00	00	+
Number of students tested	34	22	32	36	+
6. Specific learning disabled					
% At or Above Basic Level on State Standards	83	100	76	63	+
% At or Above Proficient on State Standards	67	63	70	37	+
% At Advanced State Standards	8	00	00	00	+
Number of students tested	24	19	17	30	+
7. Section 504					
% At or Above Basic Level on State Standards	93	+	+	+	+
% At or Above Proficient on State Standards	73	+	+	+	+
% At Advanced State Standards	7	+	+	+	+
Number of students tested	15	8	4	7	+

*Standard Curriculum
 Basic = Lv 2 Meeting State Standards = Lv 3&4 Advanced State Standard = Lv 5
 Students alternatively assessed are primarily students from one of the two functional ESE units at Talbot.
 + Data unavailable.

Talbot Elementary School
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject Mathematics Grade: 5
 Test: FCAT Sunshine State Standards Edition/Publication Year: 2001 through 2005
 Publisher: Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	3/05	3/04	3/03	3/02	3/01
SCHOOL SCORES*					
% At or Above Basic Level on State Standards	99	96	98	96	93
% At or Above Proficient on State Standards	97	78	89	85	80
% At Advanced State Standards	27	26	25	22	21
Number of students tested	120	139	142	131	140
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	3	1	3	2	+
Percent of students alternatively assessed	3	1	2	1	+
SUBGROUP SCORES					
1. White					
% At or Above Basic Level on State Standards	99	93	96	95	91
% At or Above Proficient on State Standards	96	79	84	87	79
% At Advanced State Standards	26	23	20	20	18
Number of students tested	81	84	92	93	139
2. Black					
% At or Above Basic Level on State Standards	91	69	63	64	78
% At or Above Proficient on State Standards	73	45	41	36	63
% At Advanced State Standards	00	0	00	12	9
Number of students tested	11	29	27	25	23
3. Asian					
% At or Above Basic Level on State Standards	100	100	100	+	92
% At or Above Proficient on State Standards	94	91	92	+	92
% At Advanced State Standards	25	55	75	+	33
Number of students tested	16	11	12	+	12
4. Free or reduced lunch					
% At or Above Basic Level on State Standards	92	73	70	63	+
% At or Above Proficient on State Standards	80	51	51	52	+
% At Advanced State Standards	8	9	8	7	+
Number of students tested	25	33	37	27	+
5. Students with disabilities					
% At or Above Basic Level on State Standards	93	69	64	62	+
% At or Above Proficient on State Standards	75	56	40	46	+
% At Advanced State Standards	7	6	6	00	+
Number of students tested	28	32	36	26	13
6. Specific learning disabled					
% At or Above Basic Level on State Standards	96	80	66	67	+
% At or Above Proficient on State Standards	74	70	35	53	+
% At Advanced State Standards	9	10	8	00	+
Number of students tested	23	20	26	21	7
7. Section 504					
% At or Above Basic Level on State Standards	+	+	+	+	+
% At or Above Proficient on State Standards	+	+	+	+	+
% At Advanced State Standards	+	+	+	+	+
Number of students tested	7	9	9	+	4

*Standard Curriculum + Data unavailable.
 Basic = Lv 2 Meeting State Standards = Lv 3&4 Advanced State Standard = Lv 5
 Students alternatively assessed are primarily students from one of the two functional ESE units at Talbot.

Talbot Elementary School
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Test: FCAT Norm-Referenced Test
Edition/Publication Year: 2001 through 2005 (2005-Changed from Stanford 9 to Stanford 10)
Publisher: Florida Department of Education

Scores are reported here as (check one): NCEs:___ Scaled scores:___ Percentiles: XXX

Subject: Reading

Grade: 3-5

	2004-2005**	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	3/05**	3/04	3/03	3/02	3/01
SCHOOL SCORES*					
Total Score	84	86	84	84	82
Number of students tested	387	424	397	428	419
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	8	3	9	10	+
Percent of students alternatively assessed	2	<1	2	2	+
SUBGROUP SCORES					
1. <u>White</u>	81	82	83	83	82
Number of students tested	268	258	255	281	292
2. <u>Black</u>	56	64	55	51	57
Number of students tested	33	68	78	89	69
3. <u>Asian</u>	84	80	81	+	+
Number of students tested	47	44	33	27	33
4. <u>Free or reduced lunch</u>	67	67	61	57	+
Number of students tested	57	83	103	105	+
5. <u>Students with disabilities</u>	62	70	58	57	+
Number of students tested	84	91	91	90	+
6. <u>Specific learning disabled</u>	64	72	60	56	53
Number of students tested	60	68	58	60	34
7. <u>Section 504</u>	66	+	+	+	+
Number of students tested	31	31	16	18	16

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50	50	50	50	50
NATIONAL STANDARD DEVIATION					

* Standard Curriculum
 **New Test
 + Data Unavailable

Talbot Elementary School
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Test: FCAT Norm-Referenced Test
Edition/Publication Year: 2001 through 2005
Publisher: Florida Department of Education

Scores are reported here as (check one): NCEs:___ Scaled scores:___ Percentiles: XXX

Subject: Reading **Grade:** 3

	2004-2005**	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March**	March	March	March	March
SCHOOL SCORES*					
Total Score	82	90	84	82	82
Number of students tested	133	160	121	142	149
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	2	1	2	3	+
Percent of students alternatively assessed	1	1	1	2	+
SUBGROUP SCORES					
1. <u>White</u>	78	89	85	86	84
Number of students tested	95	107	83	90	100
2. <u>Black</u>	+	66	63	49	50
Number of students tested	9	24	21	34	24
3. <u>Asian</u>	85	89	82	+	95
Number of students tested	16	17	10	6	13
4. <u>Free or reduced lunch</u>	66	69	68	56	+
Number of students tested	20	22	33	40	+
5. <u>Students with disabilities</u>	55	75	67	62	+
Number of students tested	23	37	22	27	+
6. <u>Specific learning disabled</u>	57	76	70	+	35
Number of students tested	13	29	15	9	13
7. <u>Section 504</u>	67	59	+	+	+
Number of students tested	17	14	3	2	2

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50	50	50	50	50
NATIONAL STANDARD DEVIATION					

* Standard Curriculum
 **New Test
 + Data Unavailable

Talbot Elementary School
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Test: FCAT Norm-Referenced Test
Edition/Publication Year: 2001 through 2005
Publisher: Florida Department of Education

Scores are reported here as (check one): NCEs:___ Scaled scores:___ Percentiles: XXX

Subject: Reading **Grade:** 4

	2004-2005**	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March**	March	March	March	March
SCHOOL SCORES*					
Total Score	85	85	83	84	83
Number of students tested	135	124	135	155	130
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	3	1	4	4	+
Percent of students alternatively assessed	2	1	3	3	+
SUBGROUP SCORES					
1. <u>White</u>	81	86	81	80	85
Number of students tested	93	85	81	98	94
2. <u>Black</u>	49	63	55	50	58
Number of students tested	13	15	30	30	22
3. <u>Asian</u>	91	79	80	88	+
Number of students tested	15	16	11	13	8
4. <u>Free or reduced lunch</u>	67	70	66	54	+
Number of students tested	13	28	33	38	+
5. <u>Students with disabilities</u>	63	70	58	50	+
Number of students tested	34	22	33	37	+
6. <u>Specific learning disabled</u>	65	73	60	49	70
Number of students tested	24	19	17	30	14
7. <u>Section 504</u>	65	+	+	+	80
Number of students tested	16	8	4	7	10

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50	50	50	50	50
NATIONAL STANDARD DEVIATION					

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Subject: Reading **Grade:** 5

	2004-2005**	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March**	March	March	March	March
SCHOOL SCORES*					
Total Score	85	82	83	84	80
Number of students tested	119	140	141	131	140
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	3	1	3	3	+
Percent of students alternatively assessed	3	1	1	2	+
SUBGROUP SCORES					
1. <u>White</u>	84	83	82	84	77
Number of students tested	80	84	91	93	98
2. <u>Black</u>	70	52	47	55	64
Number of students tested	11	29	27	25	23
3. <u>Asian</u>	77	71	82	+	88
Number of students tested	16	11	12	8	12
4. <u>Free or reduced lunch</u>	69	62	50	62	+
Number of students tested	24	33	37	27	+
5. <u>Students with disabilities</u>	67	63	50	58	+
Number of students tested	27	32	36	26	+
6. <u>Specific learning disabled</u>	71	67	51	62	+
Number of students tested	23	20	26	21	7
7. <u>Section 504</u>	+	+	+	+	+
Number of students tested	8	9	9	9	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50	50	50	50	50
NATIONAL STANDARD DEVIATION					

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Subject: Mathematics

Grade: 3-5

	2004-2005**	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March**	March	March	March	March
SCHOOL SCORES*					
Total Score	89	89	89	86	85
Number of students tested	378	424	397	428	419
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	8	3	9	10	+
Percent of students alternatively assessed	2	<1	2	2	+
SUBGROUP SCORES					
1. <u>White</u>	87	88	87	86	84
Number of students tested	95	107	83	90	100
2. <u>Black</u>	64	63	60	52	52
Number of students tested	33	68	78	89	69
3. <u>Asian</u>	93	90	94	+	95
Number of students tested	47	44	33	27	33
4. <u>Free or reduced lunch</u>	74	65	68	61	+
Number of students tested	57	83	103	105	+
5. <u>Students with disabilities</u>	69	69	60	56	+
Number of students tested	84	91	91	90	+
6. <u>Specific learning disabled</u>	61	75	67	59	+
Number of students tested	60	68	58	60	34
7. <u>Section 504</u>	74	+	+	+	+
Number of students tested	31	31	16	18	16

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50	50	50	50	50
NATIONAL STANDARD DEVIATION					

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Subject: Mathematics **Grade:** 3

	2004-2005**	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March**	March	March	March	March
SCHOOL SCORES*					
Total Score	90	90	89	84	86
Number of students tested	133	160	121	142	149
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	2	1	2	0	+
Percent of students alternatively assessed	1	1	1	0	+
SUBGROUP SCORES					
1. <u>White</u>	87	89	88	86	84
Number of students tested	95	107	83	90	100
2. <u>Black</u>	+	64	73	51	54
Number of students tested	9	24	21	34	24
3. <u>Asian</u>	93	92	94	+	97
Number of students tested	16	17	10	6	13
4. <u>Free or reduced lunch</u>	78	58	78	60	+
Number of students tested	20	22	33	40	+
5. <u>Students with disabilities</u>	67	73	71	55	+
Number of students tested	23	37	22	27	+
6. <u>Specific learning disabled</u>	65	74	74	+	40
Number of students tested	13	29	15	9	13
7. <u>Section 504</u>	76	64	+	+	+
Number of students tested	17	14	3	2	2

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50	50	50	50	50
NATIONAL STANDARD DEVIATION					

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Subject: Mathematics **Grade:** 4

	2004-2005**	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March**	March	March	March	March
SCHOOL SCORES*					
Total Score	89	90	87	84	84
Number of students tested	135	124	141	155	130
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	3	1	4	4	+
Percent of students alternatively assessed	2	1	3	3	+
SUBGROUP SCORES					
1. <u>White</u>	87	90	85	81	84
Number of students tested	93	85	81	98	94
2. <u>Black</u>	57	74	55	48	64
Number of students tested	13	13	30	30	22
3. <u>Asian</u>	91	87	91	93	+
Number of students tested	15	16	11	13	8
4. <u>Free or reduced lunch</u>	67	73	64	58	+
Number of students tested	13	28	33	38	+
5. <u>Students with disabilities</u>	69	70	56	55	+
Number of students tested	34	22	33	37	+
6. <u>Specific learning disabled</u>	72	73	73	55	67
Number of students tested	24	19	17	30	14
7. <u>Section 504</u>	72	+	+	+	67
Number of students tested	16	6	4	7	10

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50	50	50	50	50
NATIONAL STANDARD DEVIATION					

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Subject: Mathematics **Grade:** 5

	2004-2005**	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March**	March	March	March	March
SCHOOL SCORES*					
Total Score	90	87	91	90	85
Number of students tested	120	140	141	131	139
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	3	1	3	2	+
Percent of students alternatively assessed	3	1	2	1	+
SUBGROUP SCORES					
1. <u>White</u>	88	86	88	90	83
Number of students tested	81	84	91	93	97
2. <u>Black</u>	70	51	53	56	69
Number of students tested	11	29	27	25	23
3. <u>Asian</u>	95	92	97	+	93
Number of students tested	16	11	12	8	12
4. <u>Free or reduced lunch</u>	77	63	61	64	+
Number of students tested	24	33	37	27	+
5. <u>Students with disabilities</u>	72	66	54	58	+
Number of students tested	28	32	36	26	+
6. <u>Specific learning disabled</u>	47	78	54	63	+
Number of students tested	23	20	26	21	7
7. <u>Section 504</u>	+	+	+	+	+
Number of students tested	8	9	9	9	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50	50	50	50	50
NATIONAL STANDARD DEVIATION					

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