

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name Gulf Breeze Elementary School
(As it should appear in the official records)

School Mailing Address 549 Gulf Breeze Parkway
(If address is P.O. Box, also include street address)

Gulf Breeze Florida 32561-4632
City State Zip Code+4 (9 digits total)

County Santa Rosa School Code Number* 0101

Telephone (850) 934-5185 Fax (850) 934-5189

Website/URL www.santarosa.k12.fl.us/gbe E-mail murrayk@mail.santarosa.k12.fl.us

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

District Name Santa Rosa Tel. (850) 983-5000

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. Ed Gray
(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 _____

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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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: 15 Elementary schools
 7 Middle schools
 0 Junior high schools
 6 High schools
 8 Other
 36 TOTAL
2. District Per Pupil Expenditure: \$4,233
 Average State Per Pupil Expenditure: \$4,488

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	3	0	3	7			
K	53	61	114	8			
1	59	58	117	9			
2	55	52	107	10			
3	67	60	127	11			
4	48	66	114	12			
5	75	69	144	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							726

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

6. Racial/ethnic composition of the students in the school:
- 91.95% White
 - 0.27% Black or African American
 - 2.49% Hispanic or Latino
 - 2.49% Asian/Pacific Islander
 - 2.63% American Indian/Alaskan Native/multiracial
 - 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: 5 %

(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.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	37
(4)	Total number of students in the school as of October 1	726
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5%

8. Limited English Proficient students in the school: .007%
5 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Uzbeki, French, Spanish

9. Students eligible for free/reduced-priced meals: 18%

Total number students who qualify: 130

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: 17 %
121 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 40</u> Specific Learning Disability
<u> 1</u> Emotional Disturbance	<u> 67</u> Speech or Language Impairment
<u> 1</u> Hearing Impairment	<u> 1</u> Traumatic Brain Injury
<u> 1</u> Mental Retardation	<u> 2</u> Visual Impairment Including Blindness
<u> </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> </u>
Classroom teachers	<u> 35</u>	<u> 1</u>
Special resource teachers/specialists	<u> 11</u>	<u> </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> 9</u>	<u> </u>
Total number	<u> 57</u>	<u> 1</u>

12. Average school student-“classroom teacher” ratio: 21:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	95%	96%	96%	96%	96%
Teacher turnover rate	15%	15%	7%	3%	10%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Gulf Breeze Elementary (established 1956) is a neighborhood school in the truest sense of the word. The school has been measured and honored with the State of Florida's "A+ School" grade for the last four years. Gulf Breeze Elementary (GBE) is a direct reflection of a small town (6,000 residents) whose primary focus is its children, as evidenced at the Friday night football games that mirror a movie set and at the recreation center that fills to overflowing with activities. The common denominator for each Gulf Breeze family is a dedication to children and from this the community creates the storybook partnership that so many schools strive for - as evidenced by the staggering number of volunteer hours accumulated each year (7,949 in '03-'04). Yearly, GBE has been honored by the State as a Golden School and a Five Star School for community involvement.

This privileged relationship with the community creates a unique and critical challenge to the faculty of GBE: **maintain and improve the academic performance of those who consistently perform at the highest levels - while at the same time - accelerating the learning of those children who perform in the bottom quartile.** Consequently, the faculty is expert in data analysis, targeted diagnosis, and intensive intervention. It is through this expertise that GBE students are still able to show improvement from year-to-year while topping the State's statistics in overall performance. The school motto "On Target for Success" is a direct reflection of GBE's commitment to providing instruction that is differentiated to meet the needs of all students . . . targeting needs like a bulls-eye.

The vision for Gulf Breeze Elementary is to foster a school where there is a focus on success, self-respect, understanding, and an appreciation of others. GBE envisions an individualized academic program where varied learning strategies are emphasized and successful learning experiences are provided through interactive instruction in a safe and orderly environment.

Further, Gulf Breeze Elementary's mission is to promote learning situations that will enable all students to experience success through maximum intellectual, emotional, physical, and social growth. This success creates in each child a positive self-image that promotes life-long learning. GBE plants a sense of responsibility for actions and decisions in each child by providing a curriculum that is challenging and at the same time flexible enough to meet the needs of each student. GBE believes that to be effective, education must be founded on secure mastery of basic skills that are taught in integration with one another and therefore places a strong emphasis on reading, personal expression of ideas through writing and speaking, and on the mastery of problem solving and computational skills.

Gulf Breeze Elementary vibrates with excitement. This energy is an extension of the community's passion for children. Over the years, the staff at GBE has proven that academic excellence is possible for all students – from the highest performing to those whose abilities need the greatest nurturing. Through the teamwork of a committed staff, generous parent volunteers, and the ongoing support of the community, GBE is indeed a school that is the heart and soul of a proud small town.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of School's Assessment Results

www.firn.edu/doe/sas/fcat.htm

GBE has shown significant and continual growth in the areas of reading and math and uses a variety of standardized assessments for measuring students' knowledge in both areas. The Florida Comprehensive Assessment Test (FCAT), a component of Florida's effort to improve the teaching and learning of higher educational standards, assesses student achievement of the high-order thinking skills represented in the Sunshine State Standards (SSS) for Reading, Writing, Mathematics, and Science on a criterion-referenced test. In addition, FCAT compares the performance of Florida students to the performance of students across the nation on a norm-referenced test (NRT) for Reading and Mathematics, currently the Stanford Achievement Test 10 (SAT10) published by Harcourt Assessment. The FCAT Reading and Mathematics tests require students to analyze, synthesize, and evaluate information presented and to apply strategies or procedures they have learned. The level of thinking required of students goes beyond the recall of facts and literal comprehension required in many standardized tests. Similarly, FCAT Writing assessment requires students to apply their writing skills by drafting an original piece of writing in response to a real-world topic.

In the last three years, GBE has outperformed the State averages and shown a pattern of continuous academic improvement in all areas. An analysis of our reading scores demonstrates significant and continuous improvement across all grade levels and subgroups:

- **2001-2002 School Year** - 89% of our students met high standards in reading, and 88% met high standards in math. Our lowest performing students (bottom 25th percentile) achieved at the same level as our general population.
- **2002-2003 School Year** - 93% of our students met the highest standards in reading; 84% met the highest standards in math; and 93% of our students met the highest standards in writing. Most importantly, 84% of our lowest performing students (below 25th percentile) made learning gains in reading as compared to 76% of the general population during the '02-'03 year.
- **2003-2004 School Year** - 96% of our students were at or above grade level in reading as compared to 89% during the '01-'02 school year. 86% of our struggling students (lowest 25th percentile) made a year's worth of progress in reading compared to 73% of the general student population. In math, 92% of the students scored at or above grade level, and 71% of our students demonstrated a year's worth of progress in math as compared to 68% of our students during the previous year. In writing, 91% of our students met standards.

<u>% of Student Scores</u>	2003-2004	2002-2003	2001-2002
At or above grade level in reading	96%	93%	89%
At or above grade level in math	92%	84%	88%
School Grade	A	A	A

Florida public schools are graded yearly using a scale of A to F. School grades are based on how well students have mastered the Sunshine State Standards – the skills Florida teachers determined our children must learn at each grade level - as measured by the FCAT. Student scores are classified into five achievement levels with 1 being the lowest and 5 being the highest. Schools earn points based on three factors: how well students are doing, how much progress they are making (learning gains), and how much progress struggling readers are making (since reading is essential to success in all subject areas).

GBE's upward trend of continuous academic improvement can be attributed to data-driven decision-making, expert teachers, and a supportive community. We are truly on target for continual success.

2. School Use of Assessment Data

The school motto "On Target for Success" describes GBE's commitment to individualizing instruction based on data. Assessment is the "arrow" that keeps instruction on target. Data from national and state assessments, as well as the results of the school climate survey from staff and parents, are used to develop the annual School Improvement Plan. School-wide long and short-term goals, and areas of focus are determined, and the overall success of the curriculum is evaluated. Professional development opportunities are aligned to areas of need with the goal of improving student performance.

Nationally normed and state performance-based assessments, along with district and school measures, are administered and analyzed for all grade levels. Entry skills for kindergarten and first grade students are evaluated at the beginning of each year to identify students possibly at risk for future learning problems. In the fall, teachers in grades 1-5 receive printouts of students' testing results from the previous spring. Since the state accountability program requires learning gains in reading from the lowest 25% of students, those in each class are identified and targeted for special instruction. Students may be placed in intervention programs such as before or after school tutoring. The Integrated Services Team comprised of the school counselor, teachers, social worker, school psychologist and ESE (Exceptional Student Education) resource specialists, meets regularly with classroom teachers to address student academic concerns. The team recommends best practice strategies to be applied in the classroom and then follows up as the results of the strategy implementation are reported back to the team. All students are tested at midterm with school programs such as STAR, STAR Early Literacy, and SuccessMaker in order to monitor each child's progress in meeting grade level standards.

3. Communication of Student Performance

Communication of student performance is a priority at GBE. It is a three-tiered approach with communication to the student, family, and community. Weekly classroom performance is communicated through "Friday Folders," weekly planners, behavior reports and work habit reports. Student progress is reported to parents at midterm and at the end of the grading period. Kindergarten conferences are mandatory during the first twelve weeks and parent/teacher conferences are frequent as part of an open door policy. Teachers also communicate weekly or daily through email, by phone, and in personal notes. Monthly newsletters and calendars are sent home from faculty and administration to keep parents aware of events and special activities, providing ample time for parents to plan ahead and have the opportunity to participate. The County distributes to each parent a Code of Student Conduct and Parent Guide, booklets that give explicit and detailed information on grade-level academics and behavior expectations. Each parent receives an annual report of assessment results explaining the significance of their child's scores. The Internet is a component of communication through the school website with teacher pages for the sharing of classroom particulars and student products. The County web page is a further source of information for parents and the community with links to school test results, the School Public Accountability Report and the School Improvement Plan. The local media has been an integral partner in sharing the news of GBE. Through local business partnerships the school collaborates to share our successes with programs such as Most Improved Student pizza parties from Dominoes, Kiwanis Terrific Kids, Pelicans Baseball Reading Program, Ice Pilots Hockey incentives, Blue Angels Naval Demonstration Team math incentives, and so many more. The community is consistently

informed of the school's activities through the marquee and the media. GBE's informed parents are a powerful force for school improvement.

4. Sharing of School's Successes

The wealth of a school and the community can be measured in its ability to mentor and share the wealth with others. Funds from the A+ School Recognition allowed GBE to adopt a low performing (Florida graded F school) from a nearby county. Through this adoption and mentoring process, GBE purchased much needed educational materials. GBE promotes a love for literacy by adopting EvenStart, a federally funded program. On a yearly basis, the GBE community supplies books to this program. GBE also partners with the local university, University of West Florida (UWF), and has groups of teachers who teach and present there. Student interns and student teachers from UWF and Pensacola Junior College (PJC) are an active component of the school environment. High school student volunteers who are interested in becoming teachers are actively involved in the classrooms. The principal, teachers, and Parent Teacher Association (PTA) share monthly newsletters. Annual articulation meetings between fifth grade teachers and sixth grade teachers at the middle school occur at GBE to discuss strategies to ease transition and align curriculum goals. The Santa Rosa School District and GBE websites keep the community informed a multitude of components of GBE's programs. The local media actively and regularly partners with the faculty and administration to further keep the community informed of GBE successes. GBE's marquee is a constant reminder of the motto "On Target for Success." Staff members participate in State-sponsored committees as well as serving on Executive Committees for textbook adoptions. GBE teachers who present at State conferences provide professional sharing of successful teaching practices and programs. GBE's teachers serve as County mentors, State-trained facilitators and technology mentors. Through this cooperative effort, we continue to improve upon our school's mission and achievements.

PART V – CURRICULUM AND INSTRUCTION

1. School-wide Curriculum

Language arts weaves oral and written language through all content areas. Individual assessment drives the curriculum by addressing weaknesses, supporting strengths, and promoting growth. Across the curriculum, students respond to discussions orally and in writing. Fundamental conventions are addressed at each grade level. Students benefit from a language rich environment of both visual and aural stimuli that expands vocabulary and generates personal reasons to read and write. Contests (speech, writing, spelling) and presentations are an ongoing motivation. GBE's integrated approach encourages reading and writing fluency and comprehension and vocabulary skills. Staff training promotes classroom instruction with research-based reading and writing strategies.

The **science program** uses direct instruction, group research projects, and hands-on activities, each incorporating the scientific process. Field experiences are the cornerstone of the program, and a science lab provides a study space with a complete range of materials, models, and tools. Field experiences include Space Camp, aquatic field studies at the beach, star-gazing with local astronomers, moon rocks and meteorites, NASA visiting instructors, dissections, demonstrations, science fairs, scale models of the solar system, vegetable gardens, solar cookers, soil comparisons and weather stations. Through these experiences students are able to logically apply critical analysis through the scientific process.

Social studies lessons at GBE focus on the role that an informed citizenry plays in the strength of our nation and world. Lessons are a composite of the SSS coupled with community resources. Election years bring about stadium-sized flags and grandparent-staffed student precincts. Florida history studies are founded on field trips to the rich history afforded from the Pensacola area – traveling by trolley. Field experiences support reading through the content area of social studies, an approach that improves students’ ability to read and understand expository text and teaches essential learning and testing skills. Technology skills using word processing, spreadsheets, research, draft building, design and presentation software are incorporated into assignments.

The **art program** at GBE provides students with opportunities for creative decision-making through a wide range of art experiences. The National Board Certified art specialist teaches units on drawing, painting, ceramics, printmaking, sculpture, collage and art history, all of which reinforce academic subject material covered in the regular classroom. Children’s artwork is displayed in four community shows. One featured work is a 30,000-piece handmade tile mosaic created by students and parent volunteers and based on a study of ancient Rome. The annual Cultural Arts Day invites artists, dancers, and musicians to perform multicultural displays, and Gallery Night features professional artists demonstrating works in progress. Parent volunteers work extensively and directly with students, assist in lesson preparation, and help display work.

Physical education (PE) classes meet 120 hours each week. Classes are movement-oriented beginning with calisthenics – *en Espanol* – and then a mile run. The PE program stresses fitness, cooperation, teamwork, discipline and safety. The annual Bike Fest for 2nd-5th grades fills the PE field with bikes and adults leading students on a “wheels-on” lesson in bike safety. The GBE Running Club is an after-school program for over 300 students including a formal run for area elementary schools. Field Day, Jogathon and Jump Rope for Heart are particularly popular with the students.

The **music program** at GBE, built around the SSS for music and including opportunities for all learning modalities, focuses on fostering a love of music in each child. A fifth grade chorus acts as school ambassadors, performing for area events and organizations from retirement homes and preschools to military bases and inaugural events. Musicals are performed by entire grade levels allowing all GBE students to sing, play, listen, perform, and learn, enhancing the overall learning process of each child.

2a. Reading Curriculum

Based on assessment data and curriculum-based measures, GBE reading instruction involves a series of "WH" questions: knowing WHEN to apply WHAT strategy with WHICH particular student. This approach employs GBE’s adopted text as a common foundation throughout all grade levels and allows for the use of supplemental resources, as they are needed to enhance and further develop reading skills. The reading series is a scientifically research-based program that provides a consistent framework for guided reading instruction, while providing students with the necessary skill development to achieve their grade-level Sunshine State Standards (SSS) in reading. At each grade level, GBE reading instruction is founded on phonemic and phonologic awareness. Teachers are trained in the statewide initiatives Florida Literacy and Reading Excellence (FlaRE) and Reading First, programs that provide teachers with reading strategies designed to differentiate instruction to meet the needs of all learners, including those who need more intensive intervention. This comprehensive initiative was designed to implement the National Reading Panel findings and is aligned with the No Child Left Behind legislation. Students are provided with a spiraling curriculum that includes the five essential reading components of Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension. The Reading Renaissance program and the Sunshine State Award Reader’s program are used to supplement the reading curriculum and provide independent practice. Regular and continual assessment of these skills guide instructional interventions necessary for each student to reach and maintain the high reading standards that have been set at GBES. Students identified as at-risk are provided immediate intensive intervention by an on-site

remedial reading teacher and a computer-assisted learning system. GBE provides time for teachers to reflect on their practices in order to achieve their literacy goals.

3. Math Curriculum

Math standards are articulated through strict instructional practices, pacing guides, and alliance to the district-adopted Houghton-Mifflin Math text. The curriculum, based on the state standards, emphasizes time-tested approaches to ensure proven results. It incorporates models and strategies from high-performing classrooms and, most importantly, meets the needs of all learners. GBE focuses on secure mastery of basic skills that are taught in integration of one another. With a variety of specialized, supplemental resources, teachers can effectively manage instruction to meet the diverse needs of all students. Engaging literature plus strong real-world connections reinforces math concepts and demonstrates the value of math in everyday life for every student. A four-tiered plan that systematically builds critical skills ensures that students will perform well on standardized tests every time. A wealth of technology provides all teachers with the tools they need to build motivation and skill in students. This spiraling curriculum between grade levels offers students the opportunity to capture at various points the skills, which in more linear curriculums would be lost to them. A set of rigorous problem-solving activities promotes active participation. Students participate in a weekly math enrichment program managed and taught by the parents. Math Super Stars is a challenging, supplemental program which promotes critical thinking skills as students are asked to explain their thinking and steps in the problem solving process. The skills in this program directly correlate to FCAT skills in presenting operational skills in the context of authentic problems. Technology broadens the math curriculum through the SuccessMaker program administered in the computer lab. The program provides teachers with an initial placement level and then proceeds to increasingly difficult problems as students master prerequisite skills. The versatility of the program is a tremendous asset to math instruction in that teachers are able to isolate skills and practice sheets for students who demonstrate need.

4. Instructional Methods

Based upon the Developmental Theory, GBE uses a variety of instructional methods and approaches to improve and enhance the learning of all students. Utilizing best practices, research-based strategies, scientifically based teaching methods and a problem-solving approach, teachers direct students on a voyage of mutual discovery. Curriculum development and educational decisions are based on assessment data, reflecting GBE's motto: "On Target for Success."

Teachers in all grade levels use a balanced approach and integrate direct instructional practices with explicit hands-on learning, cooperative learning, small group enrichment and remediation, project-based action research, and whole class instruction. Students work one-on-one with a reading intervention specialist, parent volunteers, peers, community volunteers, business partners and high school mentors. Eligible students needing advanced curriculum or individualized remedial curriculum receive services through exceptional student education programs. The staff at GBE recognizes that students possess different learning styles and advance at different paces. Scaffolded instruction provides students who require intensive intervention the support they need to successfully move from teacher direct instruction to working independently. Lessons are designed to help students of all learning abilities absorb, process and practice skills at a comfortable, individual pace.

Classroom teachers implement assistive technology such as Alpha Smart lap boards, Smart Board panels, LCD projectors, document cameras, wireless keypads, books on tape, and Phonic Ear sound amplification systems. Reading Renaissance, SuccessMaker computer lab, and STAR and STAR Early Literacy computer based reading programs support the integration of technology into the curriculum.

Special area teachers collaborate frequently with classroom teachers to integrate the arts, music, physical education and media into the school-wide curricula to ensure all students master the SSS.

5. School's Professional Development Programs

Professional development is provided to the teachers and staff at GBE based on goals established in the annual School Improvement Plan and in each teacher's Individual Professional Development Plan. Teachers meet individually and as a grade level with administrators to analyze student test data and develop school-wide and individual professional development goals based on student performance data. Strategies to achieve those goals are determined, and an Annual Needs Assessment survey is conducted to compile training requests. At the end of the year, teachers and administrators study the new test results to determine the extent to which each training activity accomplished the desired student performance gains. Most individual goals target low performing students or lower subtest scores in reading or math. Professional development focused on these goals and test data showed a definite correlation with improving scores for targeted students and subtests.

The commitment of the administration to providing quality professional development opportunities is demonstrated by the use of school funds from various sources to allow teachers to attend state and national conferences in all subject areas. Stipends are provided for after school or summer training. All monies spent must show a correlation to improving student performance.

GBE has many talented staff members who willingly share their expertise in after-school workshops. A district-trained teacher provides technology training on site. Also on staff is a National Board Certified teacher who mentors other teachers and a state trained facilitator in Florida's literacy project, FlaRE. Training is delivered in a variety of ways including video and web-based. Online training has included PowerPoint, data analysis, ESOL, reading strategies, and classroom management. Learning communities have been established for after-school discussion of curriculum issues or professional resources. Grant money will be available this year for materials or stipends.

PART VII – ASSESSMENT RESULTS

**Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test**

Subject Reading Grade 3rd Test FCAT-SSS

Edition/Publication Year 2001-2004* Publisher Florida Department of Education

* = new edition each year

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic	98	97	94		
% At or Above Proficient	95	91	89		
% At Advanced	17	18	10		
Number of students tested	101	121	120		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup					
% At or Above Basic	100	83	89		
% At or Above Proficient	92	67	89		
% At Advanced	8	0	22		
Number of students tested	13	6	9		
2. White subgroup					
% At or Above Basic	98	97	95		
% At or Above Proficient	95	92	88		
% At Advanced	18	19	9		
Number of students tested	88	115	111		
3. Students w/ disabilities subgroup					
% At or Above Basic	95	78	82		
% At or Above Proficient	83	78	68		
% At Advanced	5	0	0		
Number of students tested	22	9	22		
4. Students w/out disabilities subgroup					
% At or Above Basic	99	100	97		
% At or Above Proficient	99	94	93		
% At Advanced	20	20	12		
Number of students tested	79	110	98		
Students not matched to enrollment file		2			
STATE SCORES					
% At or Above Basic	78	77	73		
% At or Above Proficient	65	63	60		
% At Advanced	6	5	5		

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

Level 5=Advanced Levels 3-4=Proficient Level 2=Basic Level 1=Below Basic

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject Math Grade 3rd Test FCAT-SSS

Edition/Publication Year 2001-2004* Publisher Florida Department of Education
 * = new edition each year

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic	100	97	97		
% At or Above Proficient	97	89	89		
% At Advanced	35	19	17		
Number of students tested	101	120	120		
Percent of total students tested	100	99	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup					
% At or Above Basic	100	100	89		
% At or Above Proficient	100	83	67		
% At Advanced	38	17	22		
Number of students tested	13	6	9		
2. White subgroup					
% At or Above Basic	100	97	97		
% At or Above Proficient	95	90	90		
% At Advanced	34	20	16		
Number of students tested	88	115	111		
3. Students w/ disabilities subgroup					
% At or Above Basic	100	89	95		
% At or Above Proficient	91	67	77		
% At Advanced	27	0	9		
Number of students tested	22	9	22		
4. Students w/out disabilities subgroup					
% At or Above Basic	100	98	97		
% At or Above Proficient	98	92	91		
% At Advanced	37	21	18		
Number of students tested	79	110	98		
Student not matched to enrollment file		1			
STATE SCORES					
% At or Above Basic	83	81	79		
% At or Above Proficient	64	63	59		
% At Advanced	7	7	5		

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject Reading Grade 4th Test FCAT-SSS

Edition/Publication Year 2001-2004* Publisher Florida Department of Education
 * = new edition each year

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic	96	94	88		
% At or Above Proficient	93	90	80		
% At Advanced	21	15	12		
Number of students tested	137	133	120		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup					
% At or Above Basic	75	91	0		
% At or Above Proficient	75	82	0		
% At Advanced	0	27	0		
Number of students tested	8	11	1		
2. White subgroup					
% At or Above Basic	98	94	89		
% At or Above Proficient	94	90	80		
% At Advanced	22	14	12		
Number of students tested	129	122	119		
3. Students w/ disabilities subgroup					
% At or Above Basic	82	72	61		
% At or Above Proficient	70	55	48		
% At Advanced	6	0	4		
Number of students tested	17	18	23		
4. Students w/out disabilities subgroup					
% At or Above Basic	98	97	95		
% At or Above Proficient	96	94	86		
% At Advanced	23	17	13		
Number of students tested	120	115	97		
STATE SCORES					
% At or Above Basic	83	75	70		
% At or Above Proficient	69	65	55		
% At Advanced	7	6	6		

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject Math Grade 4th Test FCAT-SSS

Edition/Publication Year 2001-2004* Publisher Florida Department of Education
 * = new edition each year

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic	97	96	92		
% At or Above Proficient	86	82	78		
% At Advanced	13	12	9		
Number of students tested	137	133	120		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup					
% At or Above Basic	100	91	0		
% At or Above Proficient	63	82	0		
% At Advanced	13	27	0		
Number of students tested	8	11	1		
2. White subgroup					
% At or Above Basic	97	97	92		
% At or Above Proficient	88	83	78		
% At Advanced	13	11	9		
Number of students tested	129	122	119		
3. Students w/ disabilities subgroup					
% At or Above Basic	94	82	78		
% At or Above Proficient	51	53	56		
% At Advanced	0	0	4		
Number of students tested	17	17	23		
4. Students w/out disabilities subgroup					
% At or Above Basic	97	98	95		
% At or Above Proficient	91	88	83		
% At Advanced	15	13	10		
Number of students tested	120	114	97		
Students not matched to enrollment file		2			
STATE SCORES					
% At or Above Basic	85	78	74		
% At or Above Proficient	63	54	51		
% At Advanced	6	4	4		

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject Reading Grade 5th Test FCAT-SSS

Edition/Publication Year 2001-2004* Publisher Florida Department of Education

* = new edition each year

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic	98	97	92		
% At or Above Proficient	90	85	84		
% At Advanced	21	7	14		
Number of students tested	137	135	141		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup					
% At or Above Basic	100	75	100		
% At or Above Proficient	100	75	83		
% At Advanced	22	0	0		
Number of students tested	9	3	6		
2. White subgroup					
% At or Above Basic	98	98	92		
% At or Above Proficient	89	86	84		
% At Advanced	21	8	15		
Number of students tested	128	132	135		
3. Students w/ disabilities subgroup					
% At or Above Basic	87	89	65		
% At or Above Proficient	63	63	40		
% At Advanced	0	0	0		
Number of students tested	16	19	20		
4. Students w/out disabilities subgroup					
% At or Above Basic	99	98	97		
% At or Above Proficient	93	89	92		
% At Advanced	24	8	17		
Number of students tested	121	110	121		
Students not matched to enrollment file	1	6			
STATE SCORES					
% At or Above Basic	76	75	72		
% At or Above Proficient	59	58	53		
% At Advanced	6	4	4		

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Subject Math Grade 5th Test FCAT-SSS

Edition/Publication Year 2001-2004* Publisher Florida Department of Education

* = new edition each year

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic	98	91	94		
% At or Above Proficient	81	68	79		
% At Advanced	14	7	23		
Number of students tested	137	135	141		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup					
% At or Above Basic	100	75	100		
% At or Above Proficient	89	50	50		
% At Advanced	22	0	17		
Number of students tested	9	3	6		
2. White subgroup					
% At or Above Basic	97	92	94		
% At or Above Proficient	79	69	80		
% At Advanced	13	7	23		
Number of students tested	128	132	135		
3. Students w/ disabilities subgroup					
% At or Above Basic	87	78	70		
% At or Above Proficient	38	51	25		
% At Advanced	0	4	0		
Number of students tested	16	23	20		
4. Students w/out disabilities subgroup					
% At or Above Basic	99	94	98		
% At or Above Proficient	86	70	87		
% At Advanced	16	5	26		
Number of students tested	121	110	121		
Students not matched in enrollment file	1	2			
STATE SCORES					
% At or Above Basic	79	77	75		
% At or Above Proficient	52	52	48		
% At Advanced	7	7	6		

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 3rd Test FCAT-NRT

Edition/Publication Year Stanford Achievement Test Series Ninth Ed. – Customized Secure Form; Revised and Modified Annually for Florida *

Publisher Harcourt Educational Measurement

* = Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT) – the reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Ed., is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students in grades 3-10.

Scores are reported here as (check one) NCEs _____ Scaled scores _____ Percentiles X
(Median NPR)

No groups were excluded

4 students absent 02-03

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	89	87	83		
Number of students tested	101	117	120		
Percent of total students tested	100	97	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup	78	49	77		
Number of students tested	13	4	9		
2. White subgroup	90	88	83		
Number of students tested	88	113	111		
3. Students w/ disabilities subgroup	85	53	67		
Number of students tested	20	8	22		
4. Students w/out disabilities subgroup	90	89	86		
Number of students tested	80	107	98		
Student not matched to enrollment file	1	2			

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 3rd Test FCAT-NRT

Edition/Publication Year Stanford Achievement Test Series Ninth Ed. – Customized Secure Form; Revised and Modified Annually for Florida *

Publisher Harcourt Educational Measurement

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Scores are reported here as (check one) NCEs _____ Scaled scores _____ Percentiles X
(Median NPR)

No groups excluded
3 students absent -02-03

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	89	86	83		
Number of students tested	101	118	120		
Percent of total students tested	100	98	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup	84	77	77		
Number of students tested	13	4	9		
2. White subgroup	90	86	83		
Number of students tested	88	114	111		
3. Students w/ disabilities subgroup	82	59	69		
Number of students tested	20	8	22		
4. Students w/out disabilities subgroup	91	87	85		
Number of students tested	80	108	98		
Student(s) not matched to enrollment file	1	2			

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 4th Test FCAT-NRT

Edition/Publication Year Stanford Achievement Test Series Ninth Ed. – Customized Secure Form; Revised and Modified Annually for Florida *

Publisher Harcourt Educational Measurement

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Scores are reported here as (check one) NCEs _____ Scaled scores _____ Percentiles X
(Median NPR)

No groups excluded
1 student absent 02-03

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	85	83	81		
Number of students tested	137	132	120		
Percent of total students tested	100	99	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup	63	72	32		
Number of students tested	8	11	1		
2. White subgroup	86	84	81		
Number of students tested	129	121	119		
3. Students w/ disabilities subgroup	65	59	69		
Number of students tested	16	18	23		
4. Students w/out disabilities subgroup	87	86	83		
Number of students tested	120	113	97		
Students not matched to enrollment file	1	1			

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 4th Test FCAT-NRT

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Scores are reported here as (check one) NCEs _____ Scaled scores _____ Percentiles X
(Median NPR)

No groups excluded
1 student absent 02-03

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	84	85	80		
Number of students tested	137	132	120		
Percent of total students tested	100	99	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup	75	75	30		
Number of students tested	8	11	1		
2. White subgroup	85	85	80		
Number of students tested	129	121	119		
3. Students w/ disabilities subgroup	73	58	64		
Number of students tested	16	18	23		
4. Students w/out disabilities subgroup	86	88	83		
Number of students tested	120	113	97		
Student not matched to enrollment file	1	1			

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 5th Test FCAT-NRT

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Scores are reported here as (check one) NCEs _____ Scaled scores _____ Percentiles X
(Median NPR)

No groups excluded

1 student score invalidated 01-02

1 student score invalidated 03-04

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	84	76	81		
Number of students tested	136	135	140		
Percent of total students tested	99	100	99		
Number of students excluded	1	0	1		
Percent of students excluded	1	0	1		
SUBGROUP SCORES					
1. Non-White subgroup	83	65	63		
Number of students tested	9	3	6		
2. White subgroup	84	76	82		
Number of students tested	127	132	134		
3. Students w/ disabilities subgroup	62	60	52		
Number of students tested	16	22	20		
4. Students w/out disabilities subgroup	86	79	84		
Number of students tested	119	112	120		
Student not matched to enrollment file	1	1			

Gulf Breeze Elementary (GBE)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 5th Test FCAT-NRT

Edition/Publication Year Stanford Achievement Test Series Ninth Ed. – Customized Secure Form; Revised and Modified Annually for Florida *

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Scores are reported here as (check one) NCEs _____ Scaled scores _____ Percentiles X
(Median NPR)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	83	77	86		
Number of students tested	137	135	141		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Non-White subgroup	81	65	68		
Number of students tested	10	3	6		
2. White subgroup	83	77	86		
Number of students tested	127	132	135		
3. Students w/ disabilities subgroup	55	68	55		
Number of students tested	16	22	20		
4. Students w/out disabilities subgroup	86	78	89		
Number of students tested	120	112	121		
Student not matched to enrollment file	1	1			