

**2006-2007 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

Mr. John J. Castleberry

Official School Name

Pensacola Beach Elementary School

School Mailing Address

900 Via De Luna Dr

Pensacola Beach

FL

32561-2262

City

State

Zip Code+4 (9 digits total)

County Escambia County

State School Code Number 17-2108

Telephone (850) 934-4020

Fax (850) 934-4040

Web Site pbes.org

E-mail jcastleberry@escambia.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. Jim Paul

District Name Escambia County School District

Tel. (850) 432-6121

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. G. Daniel Green, President, Board of Directors

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.

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

Date _____

PART I - ELIGIBILITY CERTIFICATION

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.

The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.) The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 school year.

If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

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.

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:

 34 Elementary schools

 13 Middle schools

 0 Junior high schools

 8 High schools

 33 Other

 88 TOTAL

2. District Per Pupil Expenditure: \$6,340

Average State Per Pupil Expenditure: \$6,396

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. 5 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? N/A

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				7			
K	11	12	23	8			
1	8	9	17	9			
2	12	8	20	10			
3	9	9	18	11			
4	15	6	21	12			
5	7	12	19	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL							118

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

94 % White
0 % Black or African American
0 % Hispanic or Latino
1 % Asian/Pacific Islander
5 % American Indian/Alaskan Native/Multiracial
100% Total

7. Student turnover, or mobility rate, during the past year: 20%

8. Limited English Proficient students in the school: 0.00 %

Total Number Limited English Proficient N/A

Number of languages represented: 0

Specify languages: N/A

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

Total number students who qualify: 10

10. Students receiving special education services: 11 %

Total Number of Students Served: 14

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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 2 </u> Specific Learning Disability (Consult)
<u> </u> Emotional Disturbance	<u> 11 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

Number of Staff

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

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 6 </u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u> 5 </u>
Paraprofessionals	<u> </u>	<u> 1 </u>

Support staff 1 2
 Total number 8 8

Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1
19.1

13.

	2006	2005	2004	2003
Daily student attendance	95%	95%	96%	95%
Daily teacher attendance	97%	96%	97%	97%
Teacher turnover rate	27%	20%	13%	38%

PART III – SUMMARY

Pensacola Beach Elementary School (PBES) is committed to its students and their learning. The teachers, administration and staff are dedicated to making knowledge accessible to all students. The underlying philosophy that drives the curriculum, instructional strategies, and practices is that ALL students can learn. Students are treated equitably with recognition given to individual differences. To ensure that “No Child is Left Behind”; the prevailing theories of cognition and intelligence are incorporated in the practices used at the school.

As stated in our charter, Pensacola Beach Elementary School recognizes each child’s individual needs and abilities. The school is dedicated to providing a nurturing, safe environment in which students achieve academic success to prepare them to confidently succeed in the global economy and the twenty-first century.

To accomplish this mission, PBES has created an academically challenging curriculum that promotes academic excellence within a traditional model, character development, critical thinking skills, creativity and an appreciation for our environment. PBES utilizes the location of the school, a barrier island, and its resources to create an innovative learning environment that promotes the “inquiry” method of learning. Core values such as equality, honesty, integrity, patriotism, respect and responsibility are interwoven into the curriculum for character development. PBES strives to develop students who are self confident, critical thinkers who cultivate and value creativity. In addition, students are encouraged to discover and nurture their innate leadership abilities. The school’s success dates back from the schools origin.

Pensacola Beach Elementary School (PBES) was founded in 1978 and was a part of the Escambia County School District. In 2001, when Escambia County announced that the school would be closing, a group of committed parents and community leaders organized a corporate Board of Directors. This Founding Board wrote and applied to the Florida State Department of Education for PBES to become a public charter school. In 2002, PBES became a charter school with the Escambia County School District as its sponsor. In 2006 the charter was renewed for 15 more years. The school is governed by a Board of Directors, consisting of parents, community members and teachers. The Board is responsible for all aspects of the operation of the school along with the principal whom manages daily operations of the school.

PBES is located in a small community on a barrier island in northwest Florida. This is a K-5 school with only one class per grade. PBES has approximately 115 students, a principal, six classroom teachers, art, music, and physical education teachers, a media specialist, a speech pathologist, a technology coordinator and administration support staff. PBES receives tremendous support from its parents and the community. This was proven by the commitment to rebuild the school after it was ravaged by Hurricane Ivan (2004). The school set up temporary classrooms in local churches for over 18 months during the rebuilding time period. During this temporary “setback” the school maintained their academic achievement goals as reflected in the high scores achieved on both county and state reading, math, science and writing exams.

The faculty and staff of Pensacola Beach Elementary School believe that all children can learn. The school supports cultural diversity among students and the larger community. PBES recognizes that cooperation among stakeholders is an essential component of a successful school; therefore, relationships are created not only with the parents but with the community as well.

To ensure that “No Child is Left Behind” at Pensacola Beach Elementary School, high and rigorous standards are established for their teachers. PBES teachers are devoted to high quality practices and they offer each student the opportunity to succeed. The composition of the instructional staff at PBES includes graduate level instructors, multiple certification instructors and National Board Certification teacher.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: <http://fcat.fldoe.org/fcinfo.asp> The assessment may be viewed at the State of Florida, Department of Education Comprehensive Assessment Test at <http://fcat.fldoe.org/fcinfo.asp>. Pensacola Beach Elementary School has shown significant gains in the past three years on the Florida Comprehensive Assessment Test (FCAT). The FCAT test is given to students in grades 3-5 in the spring of each year. Third graders are tested in the areas of reading and math; fourth graders in reading, math and writing; and fifth graders in reading, math and science. The FCAT is made up of two parts: Criterion-Referenced Tests (CRT), which measures selected benchmarks in the content areas from the Sunshine State Standards (SSS), and Norm-Referenced Tests (NRT) in reading and math which measure an individual student's performance against national norms.

In the previous four years, PBES has outperformed the State of Florida averages in reading and math. The following averages comprise the percentage of students who scored a level "3" or above in reading and math. A level "3" is considered "passing" score based on the State of Florida, Sunshine State Standards. In reading, during the years 2003, 2004, 2005 and 2006, the PBES students who performed at or above grade level was 93%, 86%, 97% and 90%, respectively, as compared to the state scores of 61%, 65%, 69% and 70% for the same time period. In math, during the years 2003, 2004, 2005 and 2006, the PBES students who performed at or above grade level was 93%, 86%, 97% and 90%, respectively, as compared to the state scores of 57%, 60%, 64% and 65% for the same time period.

The reading portion of the FCAT requires students to read narrative and expository passages, then analyze, synthesize and evaluate what has been read to respond to multiple choice questions as well as open-ended response questions. Students must be able then respond to questions by referring back to the text, and infer answers beyond the text utilizing critical thinking skills.

The mathematics portion of the FCAT is based on the application of skills and concepts. Higher level problem solving requires students to identify necessary information and ignore extraneous information. Students must determine a specific strategy for solving the problem, sometimes with multiple steps. Ultimately, students must solve for the final answer and be able to explain their rationale in complete sentences and/or diagrams.

The writing portion of the FCAT requires fourth grade students to demonstrate their ability to communicate in writing their purpose and intent in response to a prompt. Students are expected to comprise on "demand" (within a 45 minute time period) either a narrative or expository "draft" composition incorporating the writing components of focus, organization, elaboration and conventions.

The science portion of the FCAT requires fifth grade students to apply scientific reasoning and process skills such as observing, communication, comparing, generalizing and hypothesizing. Multiple choice and extended response questions are used for this assessment.

In the past three years, PBES has outperformed the Florida state averages and has shown continuous academic improvement in all areas. All PBES students, even the small number of students that comprise our subgroups, are provided continual assessments using multiple methods and appropriate instruction to meet their individual learning needs.

2. Using Assessment Results: Pensacola Beach Elementary School teachers understand the strengths and weaknesses of different assessment methods. Instruction is based on continuous assessments, and multiple evaluation methods, both formal and informal. These assessments and evaluation methods are used to gather information on the progress of individual students and on the class as a whole. The information gathered from assessments allows the teachers to evaluate the success of their instructional strategies and serves as a guide for improving their practice.

Teachers improve student performance by checking for understanding through questioning, monitoring, and observing both oral and written performance assessments. Alternative assessments are used to meet the individual needs of the students. Teacher created evaluations are used, in conjunction with standardized tests, to track student progress, assess the classroom climate and to modify instruction. Educational materials, programs and instructional strategies are determined from the information obtained from evaluations and assessments.

Students who score in the lowest quartile in reading and math are identified and provided interventions and remediation to improve their area of weakness. Students who benefit from enrichment activities are also identified and provided with appropriate learning opportunities. Data from the reading, math, writing and science FCAT tests and the Stanford 9 test are analyzed in the fall by the teachers in preparation for the next school year. The information from these assessments is used to set school objectives and goals, purchase materials, and implement programs and strategies for the next school year. These objectives and goals are written as a way to measure learning gains for all students, and allow teachers to focus on individual needs, so that no child is left behind. Information from classroom assessments, district and state assessments are analyzed and used in the School Improvement Plan written each year.

Teachers at PBES use the results of assessments to track the progress of all students, help students to understand and expand on their strengths and to identify and improve on their weaknesses, as well as encourage students to continue their commitment to learning.

3. Communicating Assessment Results: The principal and staff of Pensacola Beach Elementary School recognize the importance of the home/school connection and that this relationship is the key to student success. It is particularly important for teachers to communicate assessment results to students, parents and the community. This is done in a variety of ways and at many different times during the year.

Curriculum assessments and teacher developed tests are reported to students and parents on a weekly basis. Students at PBES utilize planners that, not only organize their daily work, but also help notify parents when curriculum area assessments will occur. This provides guidance to the parents on the content of the curriculum being tested and gives them an opportunity to support the student in his/her class work. These tests along with information collected from the Success Maker computer program (reading and math), are used by teachers to develop re-teaching, re-enforcement or enrichment lessons in order to ensure that no child is left behind. Communicating academic assessment results to parents gives them the opportunity to encourage and support their child.

Parents receive a formal grade report at mid term and at the end of each 9 week period on their child's progress. Conferences are scheduled so that teachers and parents have a chance to communicate needs and accomplishments of a student. Academic Assessment Plans (AIP's) are established for students who demonstrate a need for additional support in a content area.

Students in grades 3-5 take the Reading and Mathematics FCAT (Florida Comprehensive Achievement Test) each spring. Fourth graders also take the FCAT Writing test and Fifth graders take the FCAT Science test. Results are reported by the state to the school district, school and to the parents prior to the end of the school year. In addition, these results are also published in local newspapers and the school/district/ FLDOE website.

The FCAT tests students for comparison against the grade level benchmarks of the Sunshine State Standards. The FCAT results evaluate teaching practices as well as student performance. Textbooks and materials used at PBES incorporate the Florida Sunshine State Standards utilizing proven teaching practices help ensure that each student has the opportunity for academic success.

4. Sharing Success: The teachers at Pensacola Beach Elementary are committed to the continuing growth and development of their colleagues, school and profession. The teachers collaborate with their peers and other educational professionals to shape the culture of the school and strengthen their schools' programs. The fifth grade teacher at PBES works with other fifth grade teachers as well as the middle school teachers to improve the scope and sequence of instruction, so, the students successfully transition to middle school.

To ensure the greatest possible chance for success as students move from a familiar to an unfamiliar setting, the kindergarten teacher works with area pre-kindergarten teachers providing information regarding the kindergarten curriculum and expectations. The lower elementary teachers mentor and coach other educators from other schools in both Escambia and Santa Rosa County in the areas of classroom organization, assessment tools as well as mathematical instructional strategies and activities. The third grade teacher at PBES is certified in guidance and E.S.E. and shares experiences with other counselors and resource teachers regarding custom-tailored instruction, integration of curricula and special services for students with special needs. The PBES fourth grade teacher has presented numerous papers at professional meetings. In addition, she trains other teachers in both Escambia and Santa Rosa County in the area of writing using the graphic organizer created and used school wide at the beach school.

By interacting with others the teachers at Pensacola Beach Elementary School improve their own effectiveness, expand their knowledge base and improve the quality of educational programs not only at their school but in the larger learning community.

PART V - Curriculum and Instruction

1. Curriculum: Pensacola Beach Elementary School's curriculum is based on instructional programs developed through years of academic study. Content and curriculum are applied to a diverse range of learners using a variety of instructional approaches. Curriculum goals and objectives are established based on the major ideas, concepts and themes of a subject. Students are regularly engaged in activities that have real outcomes and worth. Students make connections between and among topics within and across the disciplines. Long term learning goals are based on student needs and topics are connected to the student's lives.

Teachers provide academic tasks to explore, and they chose relevant topics and quality materials that utilize the students' time wisely. A wide range of materials and resources are created, adapted and used to meet all students' learning needs ensuring that "No Child is Left Behind". Students apply their knowledge, skills and understandings across the subjects. Music and Visual Art are integrated into the curriculum providing insight into other disciplines to stimulate imagination, creativity and cognitive growth of the students. The arts are essential life and future job skill and add to the classroom environment for their aesthetic, intellectual, and perceptual values. Technology provides an invaluable resource and tutorial practice.

Language Arts: Reading and writing are regarded as a reciprocal process at PBES and these two subjects are integrated. All students explore written language in a variety of ways enabling them to communicate effectively in society and to achieve personal goals. Teachers incorporate strategies and skills in their instruction of the writing process (prewriting, drafting, revising, editing and publishing). Research based graphic organizers are used during the planning stage of the writing process. To engage students in writing and to encourage persistence of commitment, the teachers create writing assignments around the students' interest and knowledge. To make writing meaningful numerous writing experiences are provided (journals, explanations to mathematical problems, newsletters, scientific observations, historical events, etc...). Students are given the opportunity to address audiences outside the classroom by participating in local writing and speech contests.

Mathematics: The major concepts, procedures, processes and ideas of mathematics include number systems and number sense, computation, geometry, algebra, measurement, statistics and probability. Each of these concepts comprises the math curriculum at PBES. A research based instructional plan that activates prior knowledge, provides guided practice, assessments, visual representation, modeling, hands-on activities and step by step procedures, ensure that all students acquire skills, strategies, and knowledge of the subject. Manipulative and/or pictorial representations are used to establish conceptual understanding and help students link the concrete to the abstract. Students explore, invent, discover, and think critically about mathematical relationships enabling them to perceive the value and importance of mathematics. All students are challenged with open-ended problems. As a result of this challenging approach, students discover patterns in mathematics, create non-standard problem-solving methods, articulate their thinking, justify their answers and apply mathematics to real world problems in which math intersects with other subjects in the curriculum.

Social Studies: History, civics, government, economics, geography, culture as well as current issues and events in the community, nation, and the world comprise the social studies curriculum at Pensacola Beach Elementary School. To foster civic competence, group activities are provided and civic involvement, social responsibility, constitutional and democratic traditions, heritage, values, rights and responsibilities that characterize good citizenship are taught

to all students. Students participate in community and school service projects that contribute to the well being of the community. These activities help students understand the democratic values that are the core of the American system of government.

Science: Students are taught the major science thematic ideas – systems, order and organizations, evidence, models, evaluations and explanations, energy, constancy, patterns of change, scale and measurement, evolution and equilibrium, and form and function using the inquiry method. Physical Science, Earth Science and Life Science and their relationship to one another and to the other disciplines comprise the science curriculum at Pensacola Beach Elementary.

2. Reading Curriculum: The use of Scientifically-Based Reading Research found in the National Reading Panel Report and in the No Child Left Behind legislation provides the foundation for the reading programs and curriculum at Pensacola Beach Elementary School. Solid, explicit and systematic instruction in the five reading component areas of phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension are used throughout the school. Differentiated instruction such as whole class, small groups and one-on-one teaching is provided to meet the students’ reading needs. Students are engaged in guided reading, shared reading, independent reading and read alouds to develop reading skills, knowledge and strategies. Students are grouped based on their reading needs at all grade levels to improve areas of weakness and to expand areas of strength. To maintain the high reading standards that have been established at Pensacola Beach Elementary School, regular reading assessments are conducted to identify the reading needs of the students and to provide instructional interventions to address these reading needs. All students are provided access to a variety of texts in various genres including works with varied perspectives and different ethnic and cultural traditions to develop the student’s analytical skills and strategies. All students at Pensacola Beach Elementary School are taught to read for different purposes including for critical understanding of a topic, essential information and for personal pleasure. Teachers at Pensacola Beach Elementary School strive to instill in their students an intrinsic motivation to read by providing various leveled (classroom leveled books, Wordly Wise vocabulary program, software programs), age appropriate, and high interest reading materials.

3. Science Curriculum: Earth Science, Life Science, and Physical Science and their relationship to one another and to other disciplines comprise the science curriculum at Pensacola Beach Elementary School. Students are taught the major thematic ideas - systems, order and organizations, evidence, models, evaluations and explanations, energy, constancy, patterns of change, scale and measurement, evolution and equilibrium, and form and function using the inquiry method. Students are provided direct experiences to build understanding. Cooperative learning experiences and group projects encourage students to discuss and share scientific discoveries. Through projects and hands on activities, students develop important scientific concepts and themes. Located on a barrier island, science lessons are often taught “on site”. Community members - EPA Agencies, National Park Rangers, Santa Rosa Island Authority, W.E.A.R. weather channel, geologist, biologists, businesses (Roy Hyatt Environmental Studies Center, Recycling Center, American Dermatology), and the local university (University of West Florida and Pensacola Junior College - professors and students) are used to enrich the science curriculum at Pensacola Beach Elementary School.

4. Instructional Methods: Pensacola Beach Elementary School provides excellent, innovative instructional methods in order to ensure that annual learning gains are made by each student. A wide variety of best teaching practices are in place. Learning environments are created that recognize and value different learning styles. Teachers help to build each child’s self confidence

through praise and positive reinforcement. A strong connection with the parents and members of the community lends itself to a “family” atmosphere at the school.

Teachers provide direct instruction of material and allow for guided practice either individually or in small, cooperative groups. Students are given opportunities to work in collaborative groups with their peers (science, Sunshine Math), with multi-aged partners (reading and writing buddies) and independently to acquire content knowledge and social skills. Real life situations and multiple step solutions are used for mathematical reasoning and higher order thinking skills, while manipulative materials are used to introduce or re-teach essential math concepts. The inquiry method is used to provide students the opportunity to observe, communicate, compare, generalize and hypothesize in physical, life and earth science. The uniqueness of the barrier island where the school is located provides for an interactive, living laboratory in which to study. The value of collaborative and cooperative groups are used in social studies as students work together to understand democratic processes, historical events, and current social studies issues. Integrating the content areas across the curriculum and across grade levels makes the subject more relevant and reiterates the value of cooperation, teamwork, consideration and tolerance. Extending our school day by twenty-five minutes has given each student an opportunity to work in the computer lab on curriculum related research or conceptual skills. Improving student learning is always foremost in our teachers’ instructional plans.

5. Professional Development: To strengthen the effectiveness and quality of their practice and to stay abreast of developments in the profession the teachers at Pensacola Beach Elementary School regularly attend professional development programs. All of the teachers at the school recognize the value of professional development programs and continuously attend programs at the county and state level. Therefore, they continuously attend programs in the county and state level to improve the school and to advance their knowledge and practice in their field.

The desired impact of the professional development programs (PDP) at Pensacola Beach Elementary School is to improve student achievement and increase academic gains. Teachers attend a variety of professional development programs to ensure that this goal is met. One of the professional development programs that have resulted in academic gains in reading is the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) reading diagnostic program. This diagnostic assessment program identifies students who demonstrate a weakness in reading. Intervention and remediation programs were established and implemented to improve these reading deficits. Early intervention provides students with additional resources, opportunities, and experiences to develop their phonemic awareness, decoding skills, vocabulary building, comprehension and fluency which directly impacts their ability to construct meaning from a text and thus improves their reading skills.

The Differentiated Instruction, C.R.I.S.S., and Cooperative Learning professional development programs have provided insight into instructional practices and provide a variety of methods to meet the diversified needs of the students. The impact of cooperative learning groups provides students with an understanding, appreciation and respect for opposing points of view, as well as developing an appreciation for well-supported opinions and sensitivity to differences. Additionally, students heighten their awareness of diversity and gain a greater ability to cooperate with their peers. The impact on student achievement from these programs has been an increase in student participation, class discussions, more time on task, and therefore, less time spent resolving behavior issues.

The Curriculum Mapping professional development program provided the teachers a format to use in their review of their grade level curriculum regarding “gaps” or “repetition” of

subjects. The school's academic programs were evaluated and redesigned to improve the quality and effectiveness of the curriculum. The impact of the Curriculum Mapping program on student achievement is an integrated curriculum which engages students in applied activities so that concepts are learned in context. The curriculum is now more relevant and meaningful to the students and thus results in an increase in achievement on classroom assessments.

Professional Development Programs in the area of mathematics have provided more "hands on" activities for the students to acquire mathematical skills and knowledge. The activities reinforce the relevance of math in the daily lives of the students. As a result, student achievement in the content area of mathematics and the application of mathematics across the disciplines has improved.

All of the teachers have attended the Success Maker technology workshop in order to implement a school wide reading and math tutorial program. Drill and practice is provided to each student at their individual level in both reading and math. Customized courses are designed based on the individual performance of each student. Student achievement has increased as reflected in both county and state standardized tests as well as classroom assessments. Academic gains have been made for 100% of our student population in both reading and math.

PART VII - ASSESSMENT RESULTS

Pensacola Beach Elementary Charter School, Pensacola Beach, FL STATE CRITERION-REFERENCED TESTS

Subject READING Grade 3 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year 2004-2006 Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2006	2005	2004
Testing month	March	March	March
SCHOOL SCORES*			
% "Meeting" plus "Exceeding" State Standards	100	100	85
% "Exceeding" State Standards	80	50	53
Number of students tested	20	16	38
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5
% "Exceeding" State Standards = % scoring level 4 and 5

Pensacola Beach Elementary Charter School, Pensacola Beach, FL STATE CRITERION-REFERENCED TESTS

Subject READING Grade 4 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year 2004-2006 Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2006	2005	2004
Testing month	March	March	March
SCHOOL SCORES*			
% "Meeting" plus "Exceeding" State Standards	84	92	86
% "Exceeding" State Standards	37	49	53
Number of students tested	19	37	15
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5
% "Exceeding" State Standards = % scoring level 4 and 5

**Pensacola Beach Elementary Charter School, Pensacola Beach, FL
STATE CRITERION-REFERENCED TESTS**

Subject READING Grade 5 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year 2004-2006 Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2006	2005	2004
Testing month	March	March	March
SCHOOL SCORES*			
% "Meeting" plus "Exceeding" State Standards	86	100	87
% "Exceeding" State Standards	47	54	43
Number of students tested	36	13	23
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5
% "Exceeding" State Standards = % scoring level 4 and 5

**Pensacola Beach Elementary Charter School, Pensacola Beach, FL
STATE CRITERION-REFERENCED TESTS**

Subject MATH Grade 3 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year 2004-2006 Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2006	2005	2004
Testing month	March	March	March
SCHOOL SCORES*			
% "Meeting" plus "Exceeding" State Standards	100	100	84
% "Exceeding" State Standards	80	50	63
Number of students tested	20	16	38
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5
% "Exceeding" State Standards = % scoring level 4 and 5

**Pensacola Beach Elementary Charter School, Pensacola Beach, FL
STATE CRITERION-REFERENCED TESTS**

Subject MATH Grade 4 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year 2004-2006 Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2006	2005	2004
Testing month	March	March	March
SCHOOL SCORES*			
% "Meeting" plus "Exceeding" State Standards	89	86	87
% "Exceeding" State Standards	26	49	47
Number of students tested	19	37	15
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5
 % "Exceeding" State Standards = % scoring level 4 and 5

**Pensacola Beach Elementary Charter School, Pensacola Beach, FL
STATE CRITERION-REFERENCED TESTS**

Subject MATH Grade 5 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year 2004-2006 Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2006	2005	2004
Testing month	March	March	March
SCHOOL SCORES*			
% "Meeting" plus "Exceeding" State Standards	83	69	70
% "Exceeding" State Standards	61	43	47
Number of students tested	36	13	23
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5
 % "Exceeding" State Standards = % scoring level 4 and 5