2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[X] Charter   [X] Title I   [ ] Magnet [X] Choice

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

Official School Name   The Charter School of Excellence
(As it should appear in the official records)

School Mailing Address   1217 SE 3rd Avenue
(If address is P.O. Box, also include street address.)

Fort Lauderdale   Florida   33316-1905
City   State   Zip Code+4(9 digits total)

County   Broward   State School Code Number* 5031

Telephone (954) 522-2997   Fax   (954) 522-3159

Web site/URL www.charterschool.com   E-mail   L.Castro@charterschool.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Mr. Jim Notter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   The School Board of Broward County   Tel. (754) 321-0000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Robert Haag
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. 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 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1.   Number of schools in the district:

138	Elementary schools
42	Middle schools
	Junior High Schools
32	High schools
61	Other
273	TOTAL

2.   District Per Pupil Expenditure: 6823

Average State Per Pupil Expenditure: 6790

SCHOOL   (To be completed by all schools)

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

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

4.   2   Number of years the principal has been in her/his position at this school.

        3   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
Pre K			0		7			0
K	29	28	57		8			0
1	26	29	55		9			0
2	29	22	51		10			0
3	23	27	50		11			0
4	20	28	48		12			0
5	15	19	34		Other			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								295

6. Racial/ethnic composition of
   the school:

	%	
	%	American Indian or Alaska Native
4	%	Asian or Pacific Islander
71	%	Black or African American
11	%	Hispanic or Latino
14	%	White

   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   27   %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	9
(2)	Number of students who transferred from the school after October 1 until the end of the year	76
(3)	Total of all transferred students [sum of rows (1) and (2)]	85
(4)	Total number of students in the school as of October 1	311
(5)	Total transferred students in row (3) divided by total students in row	0.27
(6)	Amount in row (5) multiplied by 100	27

8. Limited English Proficient students in the school: 3   %

   8   Total Number Limited
        English Proficient

   Number of languages represented: 2

   Specify languages: Spanish, Creole

9. Students eligible for free/reduced-priced meals: 52   %

   Total number students who qualify: 150

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

10. Students receiving special education services: _____7_____ %

_____22_____ Total Number of Students Served

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

1	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impairment
0	Deaf-Blindness	3	Specific Learning Disability
0	Emotional Disturbance	18	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

Number of Staff

	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	13	0
Special resource teachers/specialists	3	0
Paraprofessionals	7	0
Support Staff	6	0
Total number	30	0

12. 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   _____22_____ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	97	%	94	%	95	%	94	%	93	%
Daily teacher attendance	95	%	94	%	92	%	93	%	90	%
Teacher turnover rate	10	%	10	%	20	%	20	%	20	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

Due to the economy, teachers have moved out of Florida.

PART III - SUMMARY

The Charter School of Excellence (CSE) founded in 1997 by Robert Haag, Businessman and Real Estate Investor, and Hamilton C. Forman, Powerbroker and Philanthropist, along with an impressive board made up of judges, former elected officials and community activists, was one of the first charter schools to open in Broward County.

The vision of the (CSE) is to lead Florida public schools in the standard for educational quality. The core values of honesty, respect, tolerance, fairness, self-discipline, integrity, responsibility, citizenship, work ethic, and trust are the foundation upon which the School is built. The mission of the (CSE) is to challenge, nurture, and lead all students to become productive citizens by establishing a strong foundation for lifelong learning. The purpose of a primary school education is to prepare students to be successful in their continuing education, to create positive learning habits and work habits, to prepare students to be successful in their careers, to teach students to be responsible and informed citizens, to teach students to communicate effectively, and to create a basis for a desire for lifelong learning.

CSE began with a student enrollment of 150 in grades K-2. The School has since grown to over 300 students in grades K-5. CSE has fulfilled its charter to provide an advanced curriculum that spirals throughout the grade levels. The curriculum also teaches positive character values that promote well rounded and good citizens.

CSE went from the The Little Charter School That Could in 1996 to The Little Charter School That Did in 2006. CSE was the First: Charter School in Broward County, Character Education School in Broward County, Core Knowledge and Saxon Math School in Broward County, to have managed software, SACS (Southern Association of Colleges and Schools) Accredited charter school in Broward County.

The success of the Charter School of Excellence can be attributed to a combination of a superior instructional staff, small class size, and a low student/teacher ratio. The School demands strong parental and community involvement, and administrative support. During the 2001-2002 year, the Charter School of Excellence was awarded the Southern Association of Colleges and Schools (SACS) accreditation and recently renewed its five-year status. Additionally, the School has continually received a letter grade of A and met Annual Yearly Progress since Florida began the state report card grading and accountability system.

The development of Academic Academies has provided a model within the school to address the needs of students who were retained, or are working below grade level. Identified students are instructed during the uninterrupted ninety minutes of reading by a certified teacher. Students are taught the same curriculum as those students not identified as candidates for Academic Academy however, the students in the Academic Academy are taught at a modified pace and monitored closely to make certain the students understand the content and will be able to apply the principles to other learning opportunities.

As a complement to the Academic Academies there are two other programs that have contributed toward increasing student achievement. The Academic Enrichment Program and the Tutoring Program are both highly structured and take place after school. Instruction is provided by a teacher associate, or a certified teacher.

We believe that with a solid elementary foundation, students will be successful for the rest of their life in any arena.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

   In the state of Florida, schools are assigned a grade based primarily upon student achievement data from the Florida Comprehensive Assessment Test (FCAT). School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of Sunshine State Standards, the progress of the lowest quartile of students, and the meeting of proficiency standards.

   School grades utilize a point system where schools are awarded one point for each percent of students who score high on the FCAT and/or make annual learning gains. Scores are classified into five achievement levels, with 1 being lowest and 5 being the highest.   Schools earn one point for each percent of students who make learning gains in reading and one point for each percent of students who make learning gains in math. Students can demonstrate learning gains in any one of three ways: Improve achievement levels from 1-2, 2-3, 3-4, 4-5 or maintain within one of the relatively high levels of 3, 4, or 5 or demonstrate more than one year's growth within achievement levels 1 or 2. Special attention is given to gains of students in the lowest 25% in levels 1, 2, or 3 in each school. It takes at least 50% in both reading and math to make Adequate Yearly Progress. Performance of students in the following subgroups is used to determine if a school meets AYP: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English Language Learner, and Students With Disabilities. Schools not meeting AYP face consequences as determined by the state and district. Ultimately, schools may be restructured or closed.

   To receive an A, a school must score a minimum of 525 points, at least 50% of the lowest students in reading and math must make gains in the current year, and a school must test at least 95% of eligible students.

   The current State School Report Card grades the Charter School of Excellence an A, scoring 738 points, and reports the following levels of performance:

   Based on 39 criteria, 100% of criteria were satisfied under the Federal No Child Left Behind Act
   92% of students reading at or above grade level
   90% of students making a year's worth of progress in reading
   90% of struggling students making a year's worth of progress in reading
   95% of students at or above grade level in math
   94% of students making a year's worth of progress in math
   97% of students are meeting state standards in writing.

   CSE has continually received a letter grade of A and met Annual Yearly Progress since Florida began the state report card grading and accountability system. AYP reports are available from 2002-2003 and State Report Cards are available from 2003-2004. Information on Florida's Grading System can be found at www.fldoe.org.

2. **Using Assessment Results:**

   CSE uses a variety of assessments to analyze data, track academic performance, and drive instructional decisions. All students are diagnosed within the first three weeks of school to provide data regarding grade/instructional levels in reading and math. The pretest data determines students' strengths and weaknesses.   The data is analyzed by teachers and used to drive instruction to meet students' academic needs. Ongoing pre and post testing takes place throughout the year to determine mastery of critical content.

   Formal measures of assessment are outlined in the School's Data Driven School Improvement Plan and are used to track and compare school-wide and individual student achievement. The Data Driven School Improvement is revisited annually by the instructional staff and governing board to set achievable and measurable goals to be incorporated in the School Improvement Plan. An outline of the plan is as follows:

Charter School students will perform equivalent to or better than Broward County District students of similar demographics as measured by Florida Indicators

The school will receive a school grade of a C or better on the Florida State Report Card and make 100% Adequate Yearly Progress

65% of students in grades 3-5 meeting DOE criteria will score level 3 or above on FCAT Reading and FCAT Math

100% of teachers and teacher associates will meet the highly qualified status as defined in the No Child Left Behind Act of 2001

90% of students in grade 4 will score a 4.0 or above on the FCAT Writing assessment

65% of students in grade 5 meeting DOE criteria will score level 3 or above on FCAT Science

75% of parents will participate, through volunteer hours, in meetings, conferences, and workshops as defined in a parent contract and evidenced by sign-in logs

School-wide attendance will be at least 93%.

3. **Communicating Assessment Results:**

CSE communicates frequently with parents and the community about school programs and student progress through effective school-to-home communications such as weekly newsletters, local newspaper, Parenting Magazine, Parent Link (phone message system), monthly Honor Roll Assembly, monthly Parent Breakfast, school web site, parent/teacher conferences, and reports regarding student progress.

At the end of each 8-9 week evaluation period, students and parents receive a written report, which details specific information with regard to the students progress toward meeting critical content on their assigned grade level. The areas of focus indicated in the report are the child's progress in reading, mathematics, writing, and science. The report is based upon the students class work portfolio, documented observations, formal testing, students self-evaluations, and formal assessments.

Other formal reports regarding student achievement parents receive throughout the school year are:

Power Standards Progress Report Card - Quarterly report aligned with state standards Parent communication tool Monitors all students' proficiency with state standards and grade level equivalents as set forth by the state

Report Card - Quarterly report for parents documenting the level of performance during a nine-week period as well as indicates possibility of promotion or retention

Progress Report - Quarterly report for parents documenting progress during current grading period

FCAT - Annual spring report to demonstrate school-wide as well as individual achievements in reading, writing, math, and science

SAT - Annual spring report to demonstrate school-wide as well as individual achievements in reading comprehension and math problem solving.

4. **Sharing Success:**

CSE is celebrating its tenth anniversary. Through trial and error and a great deal of research and application, CSE has developed into a high quality school providing students an education raising them above their peers academically who attends traditional public schools. In addition, teachers are empowered with research based instructional practices and strategies allowing each student to achieve to their highest ability.

The innovation of a resourceful curriculum design has been the stepping stone for academic success. On the school level, there was a pressing demand to meet the needs of struggling readers, and on the district and state level there was a demand to reduce class size. The answer to both problems was the development of Academic Academies a school within a school. This model addresses the needs of students who were retained, or working below grade level and at the same time reduces class size. Identified students are instructed during the uninterrupted ninety minutes of reading by a certified teacher. Students are taught the same curriculum as those students not identified as candidates for the Academic Academy however, the students in the Academic Academy are taught at a modified pace and monitored closely to make certain the students understand the content and will be able to apply the principles to other learning opportunities.

Several new and existing charter school operators have contacted CSE to tour the school and learn about the Academic Academies. In addition, the administration has visited other charter

schools to share the model with their staff. CSE invites all charter schools to participate in the professional development that coincides with the curriculum and best practices utilized at CSE. CSE also works closely with The Florida Consortium of Public Charter Schools to share best practices, create documents, and serve on committees in order to provide all member charter schools with beneficial information to assist them in achieving high standards maintaining accountability.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   The curriculum is based upon and complies with the Florida Department of Education's Sunshine State Standards and the Pupil Progression Plan as supported by the District. The Florida Sunshine State Standards are the driving force behind the curriculum taught at CSE. Additional professional resources to support instruction include: The Charter School Power Standards, Core Knowledge Curriculum, Saxon Math, and Scott Foresman Science. Supplemental curricula consist of hands on experiences through manipulatives, and Character First Education. In addition to the core curriculum, students receive instruction in fine arts (music, drama, and visual art) as well as health and physical education.

   CSE utilizes the Core Knowledge Curriculum. The Core Knowledge Curriculum, developed by E. D. Hirsch, is a framework that incorporates the formal performance based Florida Sunshine State Standards and encourages steady academic progress as students build their knowledge and skills from one year to the next. This curriculum uses a spiral, interdisciplinary and conceptual approach to instruction, where concepts and skills continue to be introduced and expanded upon at each grade level. The Core Knowledge Curriculum series specifies detailed grade by grade topics of knowledge in Language Arts, History and Geography, Music, Mathematics, Science, and Visual Arts and answers the question what do children need to know? In this way, socio economically disadvantaged children have the foundation in cultural literacy to succeed in a middle class world.

   CSE provides a balanced academic program, emphasizing theme based and interdisciplinary study, with science integrated throughout the curriculum, as well as critical thinking skills and cooperative learning projects. Each student has a Progress Monitoring Plan (PMP) to assess his/her skill level when he/she enrolls in the School, in order that each student's strengths are identified at the outset.

   The overarching goal of this curriculum is to establish a flexible open framework that supports creativity, high standards, and a solid academic foundation for students. As a student moves through the lower school grades, there is an added emphasis on organizational skills and individual oral and written reports.

   Curriculum Alignment:
   To determine students' instructional levels, and to ensure the curriculum is aligned to teaching critical State Standards, students will be assessed annually using a variety of tests such as the Benchmark Assessment Test (BAT), Florida Comprehensive Assessment Test (FCAT), Stanford Achievement Test (SAT), Florida Kindergarten Readiness Screener (FLKRS), and other diagnostic reading tools. Test data drives decisions and will therefore be used to direct and support the School's curriculum plan to implement strategies and programs that will be used to increase student achievement.

   Teachers will develop lesson plans using a research based curriculum that is directly aligned to the Florida Sunshine State Standards. Based on the lesson plans, differentiated instruction and an awareness of learning styles will be incorporated into the curriculum, respecting the fact that all children learn through different modalities.

   To support effective lesson planning and quality instruction, teachers are guided by a set of Power Standards. The Power Standards are the brain-child of the Tri-County Charter School Partnership (TCCSP), created in 1998 by six charter schools in South Florida. The schools formed the partnership to share resources and collaborate to improve student achievement in their schools and create a model accountability system for other charter schools to use. Power Standards are the essential need-to-know standards at each grade level.

2a. **(Elementary Schools) Reading:**

   CSE schools will embrace No Child Left Behind's premise of what it takes to ensure the reading success of every child. Improving the reading skills of children will be a top priority of the School.

The literature program used at CSE is A Legacy of Literacy by Houghton-Mifflin. It is a research-based, comprehensive reading program that includes a wide reading selection of fiction, non-fiction, science fiction, biographies, autobiographies, and information stories. Poetry and creative writing are an integral part of the series. A multitude of supplemental materials are available in addition to the text such as transparencies, leveled reading material, consumable workbooks for grammar and spelling, and lessons to incorporate art, science, social studies, and music. A Legacy of Literacy is unique in that it targets all levels of reading. The program consists of lesson plans for English Language Learners, as well as high and low achievers allowing teachers to customize instruction.

In addition, CSE incorporates the 6+1 Writing curriculum, by the Northwest Regional Educational Laboratory Carson-Dellosa Publishing Co. This is used as a supplemental curriculum designed to increase communication skills and ultimately increase learning gains in writing. The program pinpoints areas of strength and weakness as students continue to focus on improved writing. The 6+1 model addresses various needs in writing instruction as well as a vision of what good writing looks like.

Special areas of instruction include Music, Drama, Physical Education, Art, and Handwriting. Each special area adheres to the Core Knowledge curriculum and follows the Sunshine State Standards. Visual Arts is one of the seven sequences taught in the Core Knowledge curriculum and it begins in Kindergarten. A sample Kindergarten, Visual Arts lesson in painting includes learning about line and color in such works as Matisse's The Purple Robe, or Picasso's Le Gourmet. A sample lesson in sculpture includes learning about the Statue of Liberty or the Northwest American Indian totem pole. The Core Knowledge grade-by-grade sequencing of topics is important because it gives teachers some assurance that children will come prepared with a share core of knowledge and skills.

3. **Additional Curriculum Area:**

Since there is not one commercial program available that can provide a menu for reading to meet the needs of all students, CSE looks at different research-based models to meet the needs of each individual student. The following is a brief description and overview of the research based curriculum for each subject area that is currently used:

CSE follows the Core Knowledge Curriculum because all domains are linked to one another. Social Studies and Geography tie into the reading material, whether it is poetry, music, or art., There is a different focus every month. Saxon Math is used as the advanced math curriculum. It is a program that uses hands-on approaches necessary to increase student achievement. There are tangible and measurable results that are produced allowing teachers and parents to see strengths and weaknesses before progressing to the next concept. CSE places a strong emphasis on values. An effective character education program, Character First, provides the tools for students to become well-rounded citizens in society, able to make appropriate choices. The program follows a three-step approach to building character in the hearts and minds of students, and has divided its education curriculum into four sets of nine character qualities. Technology is an important part of the curriculum at CSE. A computer program called SuccessMaker is used to provide test-taking skills for all grade levels. SuccessMaker is an accelerated program that targets the level of each student. Each student is required to have a minimum of thirty minutes on SuccessMaker daily. CSE uses the Scott Foresman Science Curriculum. Within the series, there are several hands-on teaching methods, instructional CD's, overhead transparencies, and audio-visuals.

4. **Instructional Methods:**

The School implements a variety of interventions to support the goal of meeting students' academic needs and increasing student achievement. These programs include, but are not limited to, dedicated instructional time, use of technology, Academic Academies, small group pull-out instruction for reading and math, and an after school Tutoring and Academic Enrichment Program.

CSE designed a model to create Academic Academies within the school. Students who scored below the 25th percentile on the SAT in grades 1 or 2, were retained in grade three, or demonstrate a need in one of the five reading skills, are assigned to an Academic Academy. All Academic Academy students are assessed using the Diagnostic Assessment of Reading (DAR) to determine reading ability and identify deficiency. Students in an Academic Academy are grouped as K-1 or 2-3. These identified students are instructed during the uninterrupted ninety minutes of reading by a certified teacher. Students are taught the same curriculum as those students not identified as candidates for the Academic Academy however, the students in the Academic Academy are taught at a modified pace and monitored closely to make certain the students understand the content and will be able to apply the principles to other learning opportunities.

Secondly, the School employs Teacher Associates for pull-out instruction. The role of the Teacher Associate is to pull out students, individually or in small groups, in order to provide either remediation or enrichment instruction. All Teacher Associates must be substitutes certified by the School District.

Finally, Students who will be staying on campus after dismissal participate in the Academic Enrichment Program. It is a structured program providing time for homework help, snack, a daily enrichment activity directed by a Teacher Associate, and recess. As a complement to the Academic Enrichment Program, there is a Tutoring Program for students who are working below grade level. The Tutoring Program is unique in that it provides four, one-hour sessions of structured tutoring for students in grades 3-5 identified at levels one or two on the FCAT Reading or Math, or whose Norm Referenced Test (NRT) scores were below the 25th percentile. Students benefit from specialized, certified teachers using a wide variety of test preparation curriculum programs, not used during the regular school day.

5. **Professional Development:**

CSE established a Professional Development Plan (PDP) for the School. This plan provides the foundation from which an annual slate of professional development activities is prepared. The PDP is an opportunity for employees to develop career and educational goals. Charter School staff members are eligible to participate in all District-sponsored professional development activities. Typical activities available to faculty and staff include graduate study, professional conferences, equity workshops, technology training, and other applicable in-service opportunities. The employees and supervisor develop the PDP, which shall be reviewed and revised annually as necessary to meet the Charter School's objectives. Professional development goals and the attainment of such are incorporated into the annual employee performance evaluation.

All administrators and teacher facilitators receive in-service training annually by consultants. Teachers receive training from these consultants at least twice annually during site visitations. The School also provides in-service education for its parents, paraprofessionals and volunteers. Such training may include, but is not limited to the following topics: Crisis Intervention, Curriculum Development, Classroom Management and Procedures, Character Development, Test Development and Administration, and other areas as appropriate.

PART VII - ASSESSMENT RESULTS

Subject Reading (E)   Grade 3   Test Florida Comprehensive Assessment Test

Edition/Publication Year _____   Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% proficient plus advanced	90	77	76	84	76
% "Exceeding" State Standards					
% advanced	67	39	53	53	57
Number of students tested	49	44	51	49	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	86	78	65	81	59
% "Exceeding" State Standards					
% advanced	61	31	31	40	42
Number of students tested	36	44	26	27	29
2. White					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	100		93	90	100
% "Exceeding" State Standards					
% advanced	80		93	70	82
Number of students tested	10		14	10	16
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	80	87	72	82	67
% "Exceeding" State Standards					
% advanced	55	40	36	36	57
Number of students tested	20	15	25	22	21
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E)   Grade 4   Test Florida Comprehensive Assessment Test

Edition/Publication Year _____   Publisher   Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% proficient plus advanced	84	89	82	66	65
% "Exceeding" State Standards					
% advanced	43	53	57	35	28
Number of students tested	44	44	51	47	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	82	88	78	54	59
% "Exceeding" State Standards					
% advanced	38	33	52	11	26
Number of students tested	34	24	27	28	27
2. White					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced		100	100	100	92
% "Exceeding" State Standards					
% advanced		91	75	76	38
Number of students tested		11	12	11	13
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	72	86	73	55	67
% "Exceeding" State Standards					
% advanced	36	41	54	20	57
Number of students tested	25	22	22	20	21
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% proficient plus advanced	93	61	60	65	55
% "Exceeding" State Standards					
% advanced	67	24	23	32	17
Number of students tested	43	49	40	31	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	89	54	46	54	50
% "Exceeding" State Standards					
% advanced	52	8	13	30	16
Number of students tested	27	26	24	24	32
2. White					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	100	69	80		69
% "Exceeding" State Standards					
% advanced	100	46	40		23
Number of students tested	10	13	10		13
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	89	60	53	60	24
% "Exceeding" State Standards					
% advanced52	20	13	30	6	
Number of students tested	27	20	15	10	17
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test Florida Comprehensive Assessment Test

Edition/Publication Year _____   Publisher   Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% proficient plus advanced	90	61	69	82	72
% "Exceeding" State Standards					
% advanced	47	31	22	45	47
Number of students tested	49	44	51	49	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	86	50	50	74	55
% "Exceeding" State Standards					
% advanced	39	28	12	26	27
Number of students tested	36	32	26	27	29
2. White					
% "Meeting" plus % "Exceeding" State Standard					
%proficient plus advanced	100		93	100	94
% "Exceeding" State Standards					
% advanced	70		35	80	69
Number of students tested	10		14	10	16
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	85	67	56	64	62
% "Exceeding" State Standards					
% advanced	40	26	12	32	29
Number of students tested	20	15	25	22	21
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test Florida Comprehensive Assessment Test

Edition/Publication Year _____   Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% proficient plus advanced	95	77	69	60	58
% "Exceeding" State Standards					
% advanced	46	23	26	25	16
Number of students tested	44	43	51	48	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	94	71	67	45	51
% "Exceeding" State Standards					
% advanced	38	13	19	7	7
Number of students tested	34	24	27	29	27
2. White					
% "Meeting" plus % "Exceeding" State Standard					
%proficient plus advanced		90	75	100	85
% "Exceeding" State Standards					
% advanced		50	42	45	39
Number of students tested		10	12	11	13
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	92	71	64	50	45
% "Exceeding" State Standards					
% advanced	36	19	9	15	6
Number of students tested	25	21	22	20	18
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test Florida Comprehensive Assessment Test

Edition/Publication Year _____ Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% proficient plus advanced	93	90	70	84	64
% "Exceeding" State Standards					
% advanced	77	59	43	52	34
Number of students tested	43	49	40	31	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	89	81	58	88	56
% "Exceeding" State Standards					
% advanced	63	50	70	50	31
Number of students tested	27	26	24	24	32
2. White					
% "Meeting" plus % "Exceeding" State Standard					
%proficient plus advanced	100	100	80		92
% "Exceeding" State Standards					
% advanced	100	77	70		46
Number of students tested	10	13	10		13
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus advanced	93	85	60	80	47
% "Exceeding" State Standards					
% advanced	70	40	13	60	29
Number of students tested	27	20	15	10	17
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					