

Revised #2 March 17, 2006

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

*U.S. Department of Education*

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

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

Official School Name Okaloosa Walton College Collegiate High School  
(As it should appear in the official records)

School Mailing Address 100 College Boulevard  
(If address is P.O. Box, also include street address)

Niceville Florida 32578-1295  
City State Zip Code+4 (9 digits total)  
County Okaloosa State School Code Number\* 9805

Telephone ( 850 ) 729-4949 Fax ( 850 ) 729-4250

Website/URL www.owcollegiatehigh.org E-mail contact cottonc@owc.edu

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Don Gaetz  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Okaloosa Tel. ( 850 ) 833-3100

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

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

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

---

**All data are the most recent year available.**

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

1. Number of schools in the district:       22   Elementary schools  
    8   Middle schools  
    0   Junior high schools  
    5   High schools  
   11   Other  
  
   46   TOTAL

2. District Per Pupil Expenditure:         \$4734

Average State Per Pupil Expenditure:  \$4769 

**Note:** Expenditures are from the Florida School Indicator's Reports for Districts and State "Regular" Per Pupil Expenditures.

**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 1/2  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:

**2005-06 School Year**

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9			
2				10	29	39	68
3				11	38	51	89
4				12	38	44	82
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>239</b>

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

6. Racial/ethnic composition of the students in the school:
- |  |                                    |
|--|------------------------------------|
|  | 83 % White                         |
|  | 5 % Black or African American      |
|  | 4 % Hispanic or Latino             |
|  | 7 % Asian/Pacific Islander         |
|  | 1 % American Indian/Alaskan Native |
|  | <b>100% Total</b>                  |

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

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

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	15
<b>(4)</b>	Total number of students in the school as of October 1	246
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.06
<b>(6)</b>	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 0  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 12 %  
 Total number students who qualify: 28

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

10. Students receiving special education services:  $\frac{3}{8}$  %  
8 Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  8  </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>    </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	

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>  1  </u>	<u>  1  </u>
Classroom teachers	<u>  4  </u>	<u> 24  </u>
Special resource teachers/specialists	<u>  1  </u>	<u>  3  </u>
Paraprofessionals	<u>    </u>	<u>  1  </u>
Support staff	<u>  4  </u>	<u>  4  </u>
Total number	<u> 10  </u>	<u> 33  </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers:  $\frac{24}{1}$   
**Note:** The “classroom teacher” ratio includes the full and part-time teachers specifically assigned to CHS and the appropriate proportion of college instructor’s teaching load allocated to CHS during the normal 180 day school year.

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	99%	99%	98 %	98 %	99 %
Daily teacher attendance	98%	98%	94%	98%	98%
Teacher turnover rate	0%	1%	.5%	0%	0%
Student dropout rate (middle/high)	0%	1%	.5%	0%	0%
Student drop-off rate (high school)	1%	2%	1%	4%	3%

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>60</u>
Enrolled in a 4-year college or university	<u>80%</u>
Enrolled in a community college	<u>13%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>5%</u>
Military service	<u>0%</u>
Other (travel, staying home, etc.)	<u>0%</u>
Unknown	<u>2%</u>
<b>Total</b>	<b>100 %</b>

## **Part III-Summary**

The OWC Collegiate High School (CHS) is a public charter school of the Okaloosa County School District located at and operated by Okaloosa-Walton College (OWC). The school was conceived as an innovative choice for students from the broad pool of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students in Okaloosa County. As applicants far exceed vacancies, the CHS student body is selected through a random lottery process. And, although an integral part of the college, CHS is neither a gifted nor magnate school; indeed, its student demographics are directly reflective of the local high school population. The school was designed upon best practices research such as that regarding the advantages of the small school atmosphere, the infusion of technology and reading skills across the curriculum, and the late starting day for optimal high school level learning (the CHS day begins at 9:00 AM and ends at 3:00 PM). The Collegiate High was the first of its kind in Florida and continues to serve as a model for other schools in Florida and adjacent states.

The purpose of the school is to provide academic and technical education for serious high school students who seek the environment of a high-performing school and desire to undertake advanced and college-level study. The three-year curriculum enables students to complete a high school diploma and an associate degree simultaneously, in either academic transfer or technical education options. The curriculum includes two programs of study: the collegiate program and the pre-collegiate. Students who qualify for the collegiate program provide quantitative evidence (GPA and test scores) indicating they are ready, upon admission, for college level work. The pre-collegiate program includes students who do not yet meet the requisite grade point average and standardized test scores indicating college readiness. Students attending the school enjoy full access to all college facilities, activities, and services. Academic support services available to students include a state-of-the-art learning resource center, academic success center and mathematics laboratory, both offering tutoring during and after school hours, and an art complex that encompasses a full repertoire of fine and performing arts, including music, dance, visual arts, and theater.

The proverbial bar is raised high for all CHS students whether collegiate or pre-collegiate. Tenth grade students take a combination of honors level high school credit classes and selected introductory college courses. With targeted support services, a significant emphasis on reading skills, and the encouraging small school atmosphere; collegiate and pre-collegiate students are able to assume a college-level course schedule by the junior year. All 11<sup>th</sup> and 12<sup>th</sup> graders enroll in college classes, where they earn dual credit posted to both a high school and college transcript. This dual curriculum affords students access to more than 250 courses of a variety and rigor unavailable in the traditional high school.

The high school is distinguished by application of varied instructional delivery and learning styles, including a technology-across-the-curriculum approach and an integrated academic seminar series at each grade level. Overall the school is dedicated to the joy and value of reading. To that end, the Collegiate High School has created an ongoing “culture of reading” which includes a variety of reading initiatives involving traditional coursework, an open-access lending library, online student book reviews, student writers and readers groups, a summer reading program, and a guest author and guest reader program. During 2004-05, the school received a federal grant through the Florida Department of Education to disseminate best practices regarding reading and to disseminate effective start-up strategies for new charter schools.

Since opening in the fall of 2000 with 129 students, the school has received the highest rating available in the Florida School Accountability Program in every year of eligibility, consistently ranking in the top 1% of Florida public schools. Each year the school has met or exceeded the previous year’s performance in Florida’s A+ School Program. In 2003 the school was the highest scoring school among approximately 2900 schools in Florida. In addition, the school’s composite ACT, SAT and FCAT scores have exceeded the district, state, and national composite scores.

Student success during and after the CHS experience provides testimony to the strength of the CHS guiding principles: (1) Students should develop the capacity to think critically, solve problems, and communicate effectively through mastery of academic courses with emphasis on language and mathematics, and (2) students should prepare for further education and work through elective academic and technical courses.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

The Collegiate High School uses a variety of methods to evaluate individual student progress and to assess overall academic progress over time. Activities are designed to assess: a) progress made over the school year; b) performance in relation to grade level expectations; c) performance in comparison to other students taking a similar course of study; d) performance in comparison to CHS peers; and e) attainment of individual educational goals.

In addition to end-of-course grades, where dually-enrolled CHS students exceed the state-level success rate in selected college credit core courses by fifteen to eighteen percentage points, the Collegiate High uses the Florida College Placement Test (FCPT) in a modified pre- and post-test application format to gauge progress. The Florida Comprehensive Assessment Test (FCAT) in 10<sup>th</sup> grade (writing, mathematics, and reading) and 11<sup>th</sup> grade (science) is used to assess all students. PSAT, SAT, and ACT performance is also tracked for students who elect to participate in those tests. Composite course performance of CHS students in college credit dual enrollment classes is compared to the performance of dual enrollment students at the state and local levels. An academic seminar and a capstone project help to assess critical thinking and problem solving skills.

A passing FCAT score is required to receive a standard Florida high school diploma. Students scoring at achievement levels 3, 4, or 5 in reading or mathematics are considered to be at grade level, proficient, or advanced. CHS students have consistently scored higher than district and state averages on all sections of the FCAT. A review of FCAT scores over the past five years indicates the percentages of students scoring at level 3, 4 or 5 in reading ranged from 46% to 72% at the district level and from 37% to 59% at the state level. In sharp contrast, CHS reading scores for the same period ranged from 82% to 100%. During the same period, district-wide percentages of student FCAT math scores at level 3 or higher ranged from 67% to 89%, and the statewide range was 59% to 77%. Once again, in sharp contrast, the Collegiate High School range for the period was 94% to 100%. CHS students demonstrate comparable achievement in FCAT science, where they out-perform the state mean scale scores by twenty-six to sixty three points each year.

The Collegiate High has earned an “A” grade in the Florida School Accountability Program each year since entering the program in 2001-02. The school grade is based upon three criteria: 1) the percentage of students meeting high standards in reading, mathematics, and writing; 2), the percentage of students making learning gains in reading and mathematics; and 3) the proportion of the lowest 25 percent of students making learning gains in reading. While CHS is the only high school in the district that received an A grade in each of these years, perhaps more important to note is the “value added” progress indicated by all students, and especially by the number of lowest quartile students who improved over the previous year. These figures represent gains made while students are enrolled at CHS and have consistently been nine to twenty percentage points higher than other district schools and above the state average in both mathematics and reading. Further, CHS students regularly score above the state and district averages in FCAT persuasive and expository writing, in some years posting the highest scores in the state. CHS students consistently exceed national, state, and district norms in both math and reading on nationally normed tests. Detailed information about test performance can be found at <http://firn.edu/doe/sas/fcat/fcinfopg.htm>.

The College Board FCPT is used to place students in collegiate or pre-collegiate programs. 100% of pre-collegiate students without college-ready scores on the FCPT raise their scores to the college-ready standard by the end of the junior year. Further, the Florida Department of Education school report for the 2004-05 school year indicates that the Collegiate High School is one of only a handful of high schools statewide whose graduates test 100% college ready. In contrast, the Okaloosa district and state percentages are 58.1% and 44.8% respectively. Detailed report card information can be found at <http://data.fldoe.org/readiness/default.cfm>. While standardized test scores are powerful evidence of



achievement, CHS students post an 89% high school graduation rate, an 86% associate degree graduation rate, and 88 % of students receive one or more university-level scholarships. All are accomplishments that attest to the level at which CHS students achieve their overall educational goals.

## **2. Using Assessment Results:**

Use of assessment results to enhance both student and school success is an ongoing process. Each student has an individual Student Education Plan (STEP) which includes a Comprehensive Graduation Plan that plots the student's progress toward high school graduation and toward associate degree requirements. In developing the STEP for each student, Faculty and staff monitor assessment results from FCAT, FCPT, SAT, ACT and other norm referenced tests, as well as individual grades from courses, overall grade point averages, course retention rates and course success rates. Test performance patterns, changes in grade point averages, and other assessment are used to create a comprehensive picture of a student's progress. This information is used to determine intervention/support strategies a student may need, as well as to prompt further evaluation of a student's academic potential and progress. In addition to the formal assessments, other strategies, such as midterm advisory grades, instructor referrals, and student conferences help to refine understanding of the student's progress. This continuous tracking of assessment results is combined with anecdotal classroom observations by faculty and staff, as well as parent input, to assemble a holistic picture of the student's progress and a "living profile" of each CHS student.

CHS staff members are then able to initiate appropriate student intervention strategies when needed. Individual tutors, study groups, computer-assisted-instruction, skill workshops, video reviews and other similar activities are available for learning support. Students may also be referred to other resources such as the OWC Math Lab, Academic Success Center, or on-line tutoring services available twenty-four hours a day. The CHS Student Academic Resource Center (STAR Lab) is the primary vehicle for helping students to evaluate progress, choose resources compatible with their learning styles and locate appropriate support materials. The CHS staff works closely with individual students to promote understanding of assessment results and to encourage student "ownership" and use of results for self assessment and understanding.

In addition to the use of assessment results to improve individual student success, aggregate student performance data and student and parent surveys are tracked by grade level, subject area and class for trends and anomalies that indicate the need for modification in curriculum in teaching-learning strategies. Recent enhancements resulting from this aggregate performance tracking include implementation of a revised tenth-grade science curriculum shifting focus to an interdisciplinary, environmental science approach, restructuring Spanish language classes to include one day of individualized skill building and conversation, and an integrated academic seminar that culminates in a senior capstone project pairing a student with an advisor and mentor in an area of interest that provides an opportunity to apply academic knowledge to real-world skills.

## **3. Communicating Assessment Results:**

Student progress is communicated to parents at regular intervals throughout the term. In addition to traditional grade reports mailed at the conclusion of a term, monthly and mid-term advisory reports are mailed to each parent. Parents and students may access various on-line sources to review grades daily, at mid-term, or after the final grading period. An online "grade book" software program allows parents to see grades, assignments due and completed, and to communicate directly with instructors concerning a student's progress. Students may view current grades and grades posted to the transcript through the Florida's on-line student advising system at [www.FACTS.org](http://www.FACTS.org). Copies of standardized test results are mailed to parents along with a guide to interpreting the results.

School accountability results, school grades in the Florida School Accountability Program, and compiled mean scores of CHS student assessments are communicated to parents, students and the community through press releases, the CHS web page, public service announcements, newsletters, banners, parent conferences, open houses and annual parent meetings, as well as via the CHS electronic message boards located throughout the school site. The school publishes an annual report which contains detailed information

regarding all of the school's assessment activities, as well as the results of student and parent satisfaction surveys. Once approved by the CHS Governing Board, the full report is available on the CHS website and executive summaries are mailed to all current parents. In addition, all state, district, and school-level accountability measures are available through the FLDOE website at [www.FLDOE.org](http://www.FLDOE.org).

#### **4. Sharing Success**

From its inception the school has welcomed visitors who are interested in either duplicating the school concept or implementing selected practices and programs. The effectiveness of the CHS program is evident in the extent to which CHS has been called upon to describe its operations and to assist in the contemplation and development of other similar charter high schools. More than ten other postsecondary institutions have visited the Collegiate High School to observe the school's operations and speak with CHS staff and students. In addition, the CHS story has been presented to Florida Legislators and staff, the Bill and Melinda Gates Foundation, The Florida Community College Council of Instructional Affairs, Association of Community College Trustees, and numerous other agencies and organizations, as well as showcased at various educational conferences. Collegiate High School honors have been highlighted in the *Advocate*, a Florida educational publication and in *Florida Trend Magazine*.

In the fall of 2004-05 CHS was awarded a Federal dissemination grant from the Florida Department of Education designed to disseminate best practices in the area of reading. CHS sponsored a statewide reading conference "The Culture of Reading" for middle and high school teachers to demonstrate strategies and share practices that the school uses specifically in promoting and improving reading skills and attitudes. As a part of the grant, a "Forum for Success" website was created and continues to offer resources for educators. The website includes an on-line newsletter, an e-Library of project resources, and an e-Catalog of best practices in high school reading and charter high school operations. The "Culture of Reading" workshop has also been presented to the Okaloosa Americorps Program and two different years at the Annual Florida Charter School Conference. A CD with all workshop materials has been made available to schools across the Southeast and is currently available upon request.

Six years ago the Collegiate High School blazed new trails as a pioneer in school choice by developing the first Florida community college charter school. CHS faced a number of start-up challenges, not the least of which was a lack of model schools. The leadership team welcomes inquiries about CHS operations, curriculum, and teaching strategies and continues to offer assistance through many methods to existing and proposed schools.

## **PART V – CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum**

The curriculum at CHS offers greater depth, breadth, and rigor than the traditional public high school. The school provides an honors curriculum exclusively to sophomore students and dual credit college classes to juniors and seniors. The curriculum affords students the opportunity to enroll in a variety of advanced courses ranging from organic chemistry, music theory, and cost accounting to technical writing, abnormal psychology and differential equations, as well as access to expanded experiences in music, dance, visual arts and theater. Students may select from a menu of over 250 college level academic and technical courses to satisfy the high school diploma and associate degree requirements simultaneously.

The curriculum is distinguished by an academic seminar requirement that is part of the schools' innovative mission and provides students with an additional perspective on general education, current world issues, the interdisciplinary nature of subjects, and connections to careers and education beyond high school. Participation is designed not only to add knowledge but also to strengthen the student's ability to participate in structured discussions, Socratic exchanges, problem-solving, critical thinking and informal debate. The pinnacle of the seminar is the completion of a Capstone Project during the final semester of the senior year.

The language arts curriculum offers both structure and choice. Sophomore students take English II Honors with an emphasis on shared inquiry into American Literature, writing and grammar, and vocabulary development. The pace and depth of the study is accelerated because CHS students will matriculate immediately into college level classes as juniors and seniors skipping the last two years of traditional high school courses. In addition, there is a school wide focus on reading whose genesis is a “Read This” program designed to promote a school-wide “Culture of Reading”, as well as to remediate and encourage reluctant or non-readers.

The CHS social studies sequence begins with sophomores taking American History Honors, with cross-curricular connections to American Literature taught in English II Honors. Juniors and seniors complete the social studies requirements with dual credit college American Government, Economics, and World History. The American History class is distinguished by real time research, examination of primary sources, and team projects on historical and contemporary issues. In alternate years, this experience is enhanced through a school-wide mock “Constitutional Convention.”

The CHS mathematics curriculum is guided by placement test scores and pre-requisite completion. Students may enroll in a curriculum that includes Geometry Honors and Algebra II Honors at the high school level and a sequence of mathematics courses beginning with college credit Intermediate Algebra through Differential Equations and Calculus III. As “one size does not fit all,” the mathematics sequence may be tailored to individual needs if competency is demonstrated and when a student wishes to pursue a degree in engineering, science, computer science or any other program requiring advanced mathematics.

After completing an Integrated Science III Honors course as a foundation, sophomore students take a college credit General Biology class as the bridge to more challenging science classes in the junior and senior years. Juniors and seniors may choose from twenty-four college science classes that are challenging and appropriate for their chosen college major. Courses include many usually unavailable in high school curriculum such as physical geology, organic chemistry, astronomy (taught in an on-site observatory), and modern physics. All courses include a laboratory component.

Students may take a variety of courses in fine and performing arts, including pottery, painting, photography, dance, music, and theater. In addition to humanities classes and studio work, students study music theory, set and costume design, and participate in theatrical productions in a \$20 million theater and arts educational complex.

A two-year foreign language requirement can be met through Spanish, French, or American Sign Language offered in the college curriculum. Students who have begun another language at their previous school may continue that language through independent study or studying at the previous school through a partnership agreement with CHS. Students may also enroll in the third and fourth year of the same language.

## **2b. English**

The English Language curriculum is designed to increase rigor, depth, and breadth of English Language skills while establishing a secure foundation in basic skills. A typical sequence for a CHS student is to take English II Honors for high school credit at 10<sup>th</sup> grade and to take college classes, typically Writing and Grammar, and English Communications I and II, for dual college and high school credit in the junior and senior years. English II Honors focuses on the study of American Literature including poetry, fiction, non-fiction, novels, and plays with emphasis on writing processes. Students do formal and informal writing including literary critical analysis as well as completing a research paper. They are introduced to MLA documentation as a precursor to the writing requirements for the skills expected to be demonstrated in the college classes. Research skills, including using the library, Internet and electronic databases provide the foundation for public presentations with and without technology. The ultimate demonstration of English Language skills culminates in a Senior Capstone project where the student demonstrates the skills mastered in high school and college classes.

CHS has a school-wide emphasis on reading where, in addition to the reading required in the English class,

sophomores take an additional “Reading Across the Genres” course. Other strategies to reinforce both the joy of reading and reading skills include a summer reading program, a book club approach in reading workshops, reading activities such as a weekly “reader’s puzzler contest,” and promoting reading as a reward rather than rewarding reading. Students in need of remediation in reading receive research-based support and one-on-one strategies with frequent feedback through both self assessment strategies and standardized pre-and post-tests to evaluate reading level and progress in reading. Students make cognitive connections across the curriculum through reading specifically in English, American History, and Reading Across the Genres. The school-wide reading immersion has produced impressive results in test scores, expository and recreational reading.

### **3. Science**

The science curriculum is characterized by the same high standards demonstrated by all classes at CHS. Students begin the study of science through a broad-view integrated science course and proceed to an incredible diversity of college biological and physical science courses generally unavailable in traditional high schools including advanced physics, organic chemistry, astronomy and advanced biology. The rigorous science curriculum offers high school students the use of state-of the art facilities, including an observatory in astronomy, and the opportunity to use instruments and techniques such as chromatography in organic chemistry, electrophoresis in advanced biology, and a sonic range finder in advance physics. CHS uses a variety of technology tools in the science curriculum to enhance student access to a wide range of knowledge beyond the confines of the classroom. Computer aided lecture presentations are used daily in science instruction. The presentations are text-based; hence, students internalize the relevancy of the text to the curriculum and laboratory experiences in science. Images from some of the leading institutions in the world are accessible on the World Wide Web directly to the classroom through wireless internet to students’ individual laptop computers. Students use digital cameras to interject images from field trips and classroom activities into presentations. For example, histology images (microscope slides) from Stanford can be compared to images made through the microscopes in the science classroom. Students make video files of microscope slides, specimen collections and dissections.

The instructional staff for the Collegiate High School students are specialists in their field all having advanced degrees. The quality of instructors in the science department is further evidence of the quality of science education available to students at CHS. Ninety-one percent of the science faculty holds doctorate degrees in their teaching discipline. Additional support in science is provided for CHS students by the employment of a part-time instructor who supports the science curriculum and student success by individual tutoring and guided group study sessions.

### **4 Instructional Methods**

Key to the success of the Collegiate High School is the theory that application of a variety of instructional methods increases the likelihood of accommodating the variety of learning styles students bring to their education, as well as helps to prepare them for the variety of interactions they will encounter in adult life. In addition to the traditional classroom approach, the range of instructional options at the Collegiate High is characterized by implementation of technology-across-the curriculum, incorporation of an integrated, academic seminar, varied course lengths (year-long, semester-long and “mini-mester” formats), self-paced, performance-based options, and school-wide enhancement activities to compliment the traditional curriculum.

The Collegiate High School provides a laptop computer to every student. Personal wireless laptops put the World Wide Web at a student’s fingertips and capitalize on the appeal of easy online access to the technologically savvy students of the 21<sup>st</sup> century. Use of this technology expands the traditional textbook by enabling connectivity to universities, museums, historical documents, real-time interviews and other resources delivered directly to the student’s desk.

An innovative and flexible calendar allows CHS students to participate twice a year in mini-mester courses delivered in the form of seminars, field trips, and hands-on activities in topics such as practical chemistry,

oceanography, herpetology, foreign language, and political science. These concentrated interest sessions jump start curiosity at the start of the fall term and revitalize interest and attention at the end of the spring term. In one reading seminar, participants use a student-led “book-club approach” to read and discuss a common novel. In an anthropology seminar, students conduct an actual on-site archeological “dig”. Students also enroll each semester in an academic seminar research class that connects concepts learned in each individual subject to the full academic curriculum, and encourages the development of problem solving, critical thinking, and research skills, as well as oral presentation, and real-life application of the academic disciplines.

In addition to irreplaceable direct instruction, students are involved in small group projects, shared inquiry into literature, cross curricular alignment of topics in literature and history, and an approach to mathematics which prompts students to go beyond facts to a more thoughtful analysis of the people, times, and events. Complementary enhancement activities such as weekly reading puzzlers, a school-wide mock “constitutional convention”, and a stock market simulation game reinforce classroom concepts and build problem solving and analysis skills. Independent learning activities – in the form of an entire self-paced course or a quick review in a given topic – are available in the Student Academic Resource (STAR) Lab, which is staffed with master’s degree level professionals and open throughout the school day.

## **5. Professional Development**

Professional development opportunities abound for Collegiate High School faculty and staff. All CHS instructors hold master’s or doctoral degrees in their field of instruction, an academic quality rarely found in the traditional high school. A collegial atmosphere promotes formal and informal exchange of professional information, from the sharing of best practices and educational research on such topics as “Motivating the Reluctant Learner” and “Communicating with Parents” to specific in-house training sessions. A segment of each CHS weekly staff meeting is devoted to a brief professional development activity, many of which are drawn from educational newsletters, pedagogical updates or current research.

CHS staff members participate regularly in OWC workshops. Recent workshops include: “Web Page Design” and “Serving Struggling Students”. New faculty members participate in a two-day orientation program which includes an overview of OWC/CHS policies, creative testing and assessment strategies, curriculum development, and related topics. Faculty and staff also have access to the OWC Staff and Program Development fund to pursue postsecondary coursework. Each full-time CHS employee may be reimbursed for up to four postsecondary or graduate classes each year and faculty members may be eligible for “release time” for educational research or special projects. The fund also supports attendance at national conferences, and CHS instructors have recently attended Vermont College Post Graduate Writer’s Conference and The Senior Project Institute in Asheville, North Carolina.

# PART VI - PRIVATE SCHOOL ADDENDUM

## OWC Collegiate High School Florida Comprehensive Assessment Test Summary

10 <sup>TH</sup> Grade Reading					
Year Tested	2004-05	2003-04	2002-03	2001-01	2000-01
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
% At or Above Meets State Standards	97%	98%	97%	100%	93%
% At Exceeds State Standards	49%	67%	69%	35%	57%
Number of Students Tested	69	84	58	54	46
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%
<b>SUBGROUP SCORES</b>					
<b>Socioeconomic Status</b>					
<b>Free and reduced-priced meals</b>					
% At or Above Meets State Standards	NA	NA	NA	NA	NA
% At Exceeds State Standards	NA	NA	NA	NA	NA
Number of students tested	NA	NA	NA	NA	NA
<b>Ethnicity</b>					
<b>White</b>					
% At or Above Meets State Standards	98%	99%	96%	100%	93%
% At Exceeds State Standards	45%	69%	68%	37%	61%
Number of Students Tested	65	74	57	46	41
<b>Black</b>					
% At or Above Meets State Standards	NA	NA	NA	NA	NA
% At Exceeds State Standards	NA	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA	NA
<b>Hispanic</b>					
% At or Above Meets State Standards		NA	NA	NA	
% At Exceeds State Standards		NA	NA	NA	
Number of Students Tested	0	NA	NA	NA	0
<b>Asian</b>					
% At or Above Meets State Standards	NA	NA			NA
% At Exceeds State Standards	NA	NA			NA
Number of Students Tested	NA	NA	0	0	NA
<b>American Indian</b>					
% At or Above Meets State Standards		NA			NA
% At Exceeds State Standards		NA			NA
Number of Students Tested	0	NA	0	0	NA
<b>Multiracial</b>					
% At or Above Meets State Standards		NA			
% At Exceeds State Standards		NA			
Number of Students Tested	0	NA	0	0	0
<b>Disabilities</b>					
% At or Above Meets State Standards	NA	NA		NA	
% At Exceeds State Standards	NA	NA		NA	
Number of Students Tested	NA	NA	0	NA	0
<b>SCHOOL MEAN SCORE</b>					
	358	371	366	355	357
<b>DISTRICT MEAN SCORE</b>					
	316	317	321	316	318
<b>STATE MEAN SCORE</b>					
	296	300	302	303	304

*Note: NA indicates that the number of students in the subgroup tested was fewer than 10.*

**OWC Collegiate High School Florida Comprehensive Assessment Test Summary**

<b>10<sup>th</sup> Grade Mathematics</b>					
<b>Year Tested</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>	<b>2001-01</b>	<b>2000-01</b>
<b>Testing Month</b>	<b>March</b>	<b>March</b>	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>					
% At or Above Meets State Standards	100%	99%	100%	100%	96%
% At Exceeds State Standards	93%	81%	76%	67%	72%
Number of Students Tested	69	84	58	54	46
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%
<b>SUBGROUP SCORES</b>					
<b>Socioeconomic Status</b>					
<b>Free and reduced-priced meals</b>					
% At or Above Meets State Standards	NA	100%	NA	NA	NA
% At Exceeds State Standards	NA	69%	NA	NA	NA
Number of students tested	NA	13	NA	NA	NA
<b>Ethnicity</b>					
<b>White</b>					
% At or Above Meets State Standards	100%	100%	100%	100%	95%
% At Exceeds State Standards	94%	82%	75%	74%	73%
Number of Students Tested	65	74	57	46	41
<b>Black</b>					
% At or Above Meets State Standards	NA	NA	NA	NA	NA
% At Exceeds State Standards	NA	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA	NA
<b>Hispanic</b>					
% At or Above Meets State Standards	NA	NA	NA	NA	NA
% At Exceeds State Standards	NA	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA	NA
<b>Asian</b>					
% At or Above Meets State Standards	NA	NA			
% At Exceeds State Standards	NA	NA			
Number of Students Tested	NA	NA	0	0	0
<b>American Indian</b>					
% At or Above Meets State Standards		NA			
% At Exceeds State Standards		NA			
Number of Students Tested	0	NA	0	0	0
<b>Multiracial</b>					
% At or Above Meets State Standards		NA			
% At Exceeds State Standards		NA			
Number of Students Tested	0	NA	0	0	0
<b>Disabilities</b>					
% At or Above Meets State Standards	NA	NA	NA	NA	NA
% At Exceeds State Standards	NA	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA	NA
<b>SCHOOL MEAN SCORE</b>					
	<b>366</b>	<b>367</b>	<b>369</b>	<b>369</b>	<b>368</b>
<b>DISTRICT MEAN SCORE</b>					
	339	337	334	316	328
<b>STATE MEAN SCORE</b>					
	322	323	320	303	323

**OWC Collegiate High School  
Florida College Placement Test Summary**

<b>FCPT Mathematics 12<sup>th</sup> Grade</b>					
<b>Year Tested</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>Testing Month</b>	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>					
% At or Above Meets College Standards (72)	100%	93%	97%	93%	98%
% At Exceeds College Standards (90)	89%	74%	82%	72%	88%
Number of Students Tested	81	87	68	58	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%
School Mean Score	104	96	100	97	104
<b>SUBGROUP SCORES</b>					
<b>Socioeconomic Status</b>					
<b>Free and reduced-priced meals</b>					
% At or Above Meets College Standards (72)	100%	NA	NA	NA	NA
% At Exceeds College Standards (90)	82%	NA	NA	NA	NA
Number of students tested	11	NA	NA	NA	NA
<b>Ethnicity</b>					
<b>White</b>					
% At or Above Meets College Standards (72)	98%	96%	98%	92%	97%
% At Exceeds College Standards (90)	93%	65%	88%	69%	86%
Number of Students Tested	67	81	60	49	37
<b>Black</b>					
% At or Above Meets College Standards (72)	NA	NA	NA	NA	NA
% At Exceeds College Standards (90)	NA	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA	NA
<b>Hispanic</b>					
% At or Above Meets College Standards (72)	NA	NA	NA	NA	NA
% At Exceeds College Standards (90)	NA	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA	NA
<b>Asian</b>					
% At or Above Meets College Standards (72)	NA	NA	NA	NA	NA
% At Exceeds College Standards (90)	NA	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA	NA
<b>American Indian</b>					
% At or Above Meets College Standards (72)	NA		NA	NA	
% At Exceeds College Standards (90)	NA		NA	NA	
Number of Students Tested	NA	0	NA	NA	0
<b>Multiracial</b>					
% At or Above Meets College Standards (72)	NA	NA	NA		
% At Exceeds College Standards (90)	NA	NA	NA		
Number of Students Tested	NA	NA	NA	0	0
<b>ESE</b>					
% At or Above Meets College Standards (72)	NA	NA	NA		
% At Exceeds College Standards (90)	NA	NA	NA		
Number of Students Tested	NA	NA	NA	0	0
<b>% AT OR ABOVE COLLEGE LEVEL CUT-OFF SCORES</b>					
<b>SCHOOL</b>	<b>100%</b>	<b>93%</b>	<b>98%</b>	<b>93%</b>	<b>98%</b>
<b>DISTRICT</b>	NA	NA	41%	69%	68%
<b>STATE</b>	NA	NA	40%	66%	65%



**OWC Collegiate High School  
Florida College Placement Test Summary**

*Note: NA indicates that the number of students in the cohort tested was fewer than 10.*

<b>FCPT Mathematics 12<sup>th</sup> Grade</b>				
<b>Year Tested</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>Testing Month</b>	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>				
% At or Above Meets College Standards (72)	93%	97%	93%	98%
% At Exceeds College Standards (90)	74%	82%	72%	88%
Number of Students Tested	87	68	58	43
Percent of total students Tested	100%	100%	100%	100%
Number of Students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
School Mean Score	96	100	97	104
<b>SUBGROUP SCORES</b>				
<b>Socioeconomic Status</b>				
<b>Free and reduced-priced meals</b>				
% At or Above Meets College Standards (72)	NA	NA	NA	NA
% At Exceeds College Standards (90)	NA	NA	NA	NA
Number of students tested	NA	NA	NA	NA
<b>Ethnicity</b>				
<b>White</b>				
% At or Above Meets College Standards (72)	96%	98%	92%	97%
% At Exceeds College Standards (90)	65%	88%	69%	86%
Number of Students Tested	81	60	49	37
<b>Black</b>				
% At or Above Meets College Standards (72)	NA	NA	NA	NA
% At Exceeds College Standards (90)	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA
<b>Hispanic</b>				
% At or Above Meets College Standards (72)	NA	NA	NA	NA
% At Exceeds College Standards (90)	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA
<b>Asian</b>				
% At or Above Meets College Standards (72)		NA	NA	NA
% At Exceeds College Standards (90)		NA	NA	NA
Number of Students Tested	0	NA	NA	NA
<b>American Indian</b>				
% At or Above Meets College Standards (72)		NA	NA	NA
% At Exceeds College Standards (90)		NA	NA	NA
Number of Students Tested	0	NA	NA	NA
<b>Multiracial</b>				
% At or Above Meets College Standards (72)		NA		
% At Exceeds College Standards (90)		NA		
Number of Students Tested	0	NA	0	0
<b>ESE</b>				
% At or Above Meets College Standards (72)		NA		
% At Exceeds College Standards (90)		NA		
Number of Students Tested	0	NA	0	0
<b>%AT OR ABOVE COLLEGE LEVEL CUT-OFF SCORES</b>				
<b>SCHOOL</b>	<b>93%</b>	<b>98%</b>	<b>93%</b>	<b>98%</b>
<b>DISTRICT</b>	NA	41%	69%	68%
<b>STATE</b>	NA	40%	66%	65%

**OWC Collegiate High School  
Florida College Placement Test Summary**

<b>FCPT Reading 12<sup>th</sup> Grade</b>				
<b>Year Tested</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>Testing Month</b>	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>				
% At or Above Meets College Standards (83)	100%	99%	95%	100%
% At Exceeds College Standards (92)	82%	81%	74%	79%
Number of Students Tested	87	68	58	43
Percent of total students Tested	100%	100%	100%	100%
Number of Students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
School Mean Score	110	105	105	109
<b>SUBGROUP SCORES</b>				
<b>Socioeconomic Status</b>				
<b>Free and reduced-priced meals</b>				
% At or Above Meets College Standards (83)	NA	NA	NA	NA
% At Exceeds College Standards (92)	NA	NA	NA	NA
Number of students tested	NA	NA	NA	NA
<b>Ethnicity</b>				
<b>White</b>				
% At or Above Meets College Standards (83)	100%	98%	96%	100%
% At Exceeds College Standards (92)	81%	80%	76%	81%
Number of Students Tested	81	60	49	37
<b>Black</b>				
% At or Above Meets College Standards (83)	NA	NA	NA	NA
% At Exceeds College Standards (92)	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA
<b>Hispanic</b>				
% At or Above Meets College Standards (83)	NA	NA	NA	NA
% At Exceeds College Standards (92)	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA
<b>Asian</b>				
% At or Above Meets College Standards (83)		NA	NA	NA
% At Exceeds College Standards (92)		NA	NA	NA
Number of Students Tested	0	NA	NA	NA
<b>American Indian</b>				
% At or Above Meets College Standards (83)		NA	NA	NA
% At Exceeds College Standards (92)		NA	NA	NA
Number of Students Tested	0	NA	NA	NA
<b>Multiracial</b>				
% At or Above Meets College Standards (83)	NA	NA		
% At Exceeds College Standards (92)	NA	NA		
Number of Students Tested	NA	NA	0	0
<b>ESE</b>				
% At or Above Meets College Standards (83)		NA		
% At Exceeds College Standards (92)		NA		
Number of Students Tested	0	NA	0	0
<b>%AT OR ABOVE COLLEGE LEVEL CUT-OFF SCORES</b>				
<b>SCHOOL</b>	<b>100%</b>	<b>97%</b>	<b>95%</b>	<b>100%</b>
<b>DISTRICT</b>	NA	49%	<b>82%</b>	<b>83%</b>
<b>STATE</b>	NA	49%	<b>74%</b>	<b>73%</b>

Note: NA indicates that the number of students in the subgroup tested was fewer than 10.

**OWC Collegiate High School  
Florida College Placement Test Summary**

<b>FCPT Writing 12<sup>th</sup> Grade</b>				
<b>Year Tested</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>Testing Month</b>	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>				
% At or Above Meets College Standards (83)	100%	100%	98%	100%
% At Exceeds College Standards (92)	94%	91%	92%	100%
Number of Students Tested	87	68	58	43
Percent of total students Tested	100%	100%	100%	100%
Number of Students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
School Mean Score	110	105	105	109
<b>SUBGROUP SCORES</b>				
<b>Socioeconomic Status</b>				
<b>Free and reduced-priced meals</b>				
% At or Above Meets College Standards (83)	NA	NA	NA	NA
% At Exceeds College Standards (92)	NA	NA	NA	NA
Number of students tested	NA	NA	NA	NA
<b>Ethnicity</b>				
<b>White</b>				
% At or Above Meets College Standards (83)	100%	100%	98%	100%
% At Exceeds College Standards (92)	94%	90%	90%	100%
Number of Students Tested	81	60	49	37
<b>Black</b>				
% At or Above Meets College Standards (83)	NA	NA	NA	NA
% At Exceeds College Standards (92)	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA
<b>Hispanic</b>				
% At or Above Meets College Standards (83)	NA	NA	NA	NA
% At Exceeds College Standards (92)	NA	NA	NA	NA
Number of Students Tested	NA	NA	NA	NA
<b>Asian</b>				
% At or Above Meets College Standards (83)		NA	NA	NA
% At Exceeds College Standards (92)		NA	NA	NA
Number of Students Tested	0	NA	NA	NA
<b>American Indian</b>				
% At or Above Meets College Standards (83)	NA	NA	NA	
% At Exceeds College Standards (92)	NA	NA	NA	
Number of Students Tested	NA	NA	NA	0
<b>Multiracial</b>				
% At or Above Meets College Standards (83)	NA	NA		
% At Exceeds College Standards (92)	NA	NA		
Number of Students Tested	NA	NA	0	0
<b>ESE</b>				
% At or Above Meets College Standards (83)	NA	NA		
% At Exceeds College Standards (92)	NA	NA		
Number of Students Tested	NA	NA	0	0
<b>%AT OR ABOVE COLLEGE LEVEL CUT-OFF SCORES</b>				
<b>SCHOOL</b>	<b>100%</b>	<b>100%</b>	<b>98%</b>	<b>100%</b>
<b>DISTRICT</b>	NA	66%	<b>86%</b>	<b>83%</b>
<b>STATE</b>	NA	68%	<b>81%</b>	<b>80%</b>