

**Polk State College
Collegiate Charter High School**

**Charter Renewal Document
Submitted November 2013**

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This charter document is being submitted on behalf of the Polk State College Collegiate Charter High School, hereafter referenced as CHS. It addresses all elements of the Florida Model Renewal Document 2013-2014.

I. STUDENT ACHIEVEMENT LEVEL

1) Proficiency Levels on State Assessments for Reading, Math, Science, and Writing

- a) **Percentage of students scoring at proficiency:** CHS enrolls high school juniors and seniors. During the term of the current charter contract, the school administered FCAT reading and math retakes to students who had not passed or had never taken the tests. **Table 1** lists the number of students tested each year and the number and percentage in each category scoring at proficiency, meaning they passed the test.

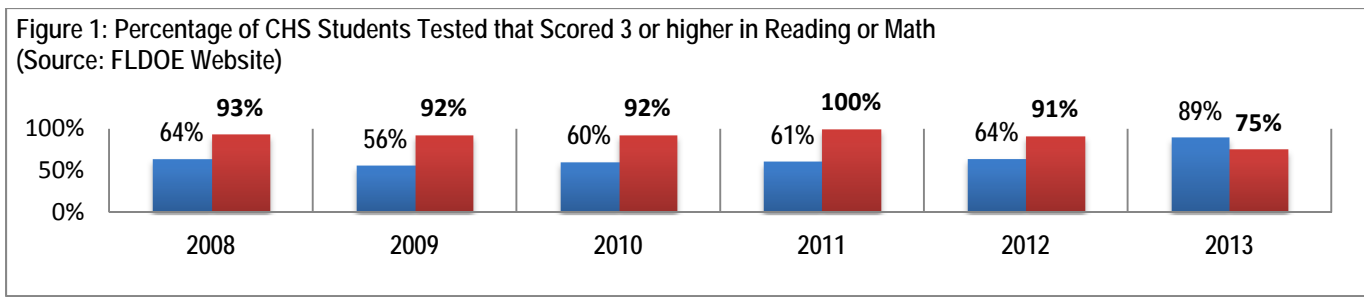
Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
Number and Percentage Proficient in Reading	33	92%	31	86%	15	100%	37	93%	25	89%	57	90%
Number Tested in Reading	36		36		15		40		28		63	
Number and Percentage Proficient in Math	26	100%	24	100%	13	100%	31	100%	23	100%	4	100%
Number Tested in Math	26		24		13		31		23		4	

- b) **Percentage of students scoring at each state performance level:** Tables 2 and 3 list the number tested each year and the number and percentage scoring at each state achievement level.

Subject	Year	Total	Mean	1		2		3		4		5		% ≥ 3
				%	#	%	#	%	#	%	#	%	#	
Reading	2007-2008	36	335	6%	2	31%	11	33%	12	8%	3	22%	8	64%
Reading	2008-2009	36	327	8%	3	36%	13	17%	6	21%	8	17%	6	56%
Reading	2009-2010	15	344	0%	0	40%	6	20%	3	13%	2	27%	4	60%
Reading	2010-2011	40	339	0%	0	40%	16	23%	9	5%	2	33%	13	61%
Reading	2011-2012	28	315	0%	0	36%	10	32%	9	14%	4	18%	5	64%
Reading	2012-2013	63	254	2%	1	10%	6	35%	22	40%	25	14%	9	89%

Subject	Year	Total	Mean	1		2		3		4		5		% ≥ 3
				%	#	%	#	%	#	%	#	%	#	
Math	2007-2008	26	344	0%	0	8%	2	27%	7	54%	14	12%	3	93%
Math	2008-2009	24	340	0%	0	8%	2	46%	11	33%	8	13%	3	92%
Math	2009-2010	13	347	0%	0	8%	1	23%	3	62%	8	8%	1	92%
Math	2010-2011	31	350	0%	0	0%	0	32%	10	61%	19	6%	2	100%
Math	2011-2012	23	350	0%	0	9%	2	13%	3	65%	15	13%	3	91%
Math	2012-2013	4	346	0%	0	25%	1	25%	1	25%	1	25%	1	75%

Figure 1 on page 2 lists percentage of CHS test takers scoring 3 or higher in both reading and math during each year of the current charter contract.



*Note that only four students were tested in math in 2013. Three of four passed.

From 2007-2008 through 2012-2013, all end-of-year CHS seniors (100%) met the FCAT reading and math proficiency requirement; 524 of 527 (99%) passed both FCAT reading and math. The other three seniors, 2 in 2009 and 1 in 2011, met the reading and/or math requirement by earning ACT concordant scores.

CHS also administered 11th grade FCAT science each year through the spring of 2011, when Florida quit administering that exam. A CHS charter goal states: CHS students will show mastery of science Sunshine State Standards through FCAT scores. (Indicator of Progress: *Annually 78% of CHS students will achieve Level 3 or higher on the grade 11 FCAT Science test.*) Table 4 lists the number and percentage of CHS students scoring at each state performance level in science from 2007-2008 through 2010-2011.

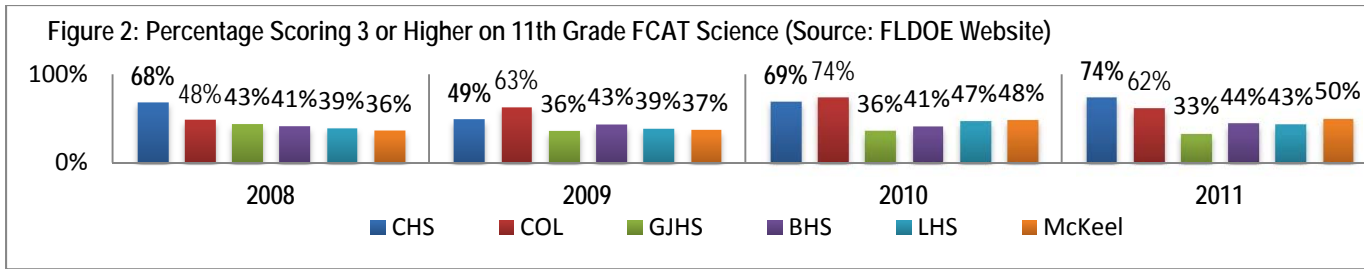
Table 4: Number and Percentage Scoring at Each Achievement Level (Science) (Source: FLDOE Website)

Subject	Year	Total	Mean	1		2		3		4		5		% ≥ 3
				%	#	%	#	%	#	%	#	%	#	
Science	2007-2008	85	339	7	6	25	21	52	44	16	14	0	0	68
Science	2008-2009	110	323	9	10	42	46	41	45	8	9	0	0	49
Science	2009-2010	94	342	3	3	28	26	57	54	10	9	2	2	69
Science	2010-2011	103	344	4	4	22	23	59	61	14	14	1	1	74

No CHS class met the FCAT science performance as called for in the charter goal's indicator of progress (78% of testers scoring 3 or higher). However, CHS performed extremely well when compared to other Polk County Schools, ranking either #1 or #2 each year. Six Polk County high schools appear in the list of top ten district performers during school years 2007-2008 through 2012-2013. Those six schools and the percentages of testers scoring 3 or higher each year are listed in Table 5 and Figure 2.

Table 5: Six Schools included in top 5 in Any Year in Terms of % of Students Scoring 3 or Higher on 11th Grade FCAT Science (Source: FLDOE Website)

Year	2008	2009	2010	2011	2012	2013
CHS	68%	49%	69%	74%	NA	NA
COL	48%	63%	74%	62%	NA	NA
George Jenkins High School	43%	36%	36%	33%	NA	NA
Bartow High School	41%	43%	41%	44%	NA	NA
Lakeland High School	39%	39%	47%	43%	NA	NA
McKeel	36%	37%	48%	50%	NA	NA



- 2) **Grades K-2 Achievement:** Not applicable
- 3) **High School Grades Model (if applicable):** CHS enrolls only juniors and seniors and does not receive a school grade.
- 4) **High School Exit Exam (as phased in by the FLDOE with Next Generation Assessments)**
 - a) **Percentage of students passing/proficient over term of charter contract**
 - b) **Proficiency levels by grade, subject, and subgroup over term of charter contract**

From 2007-2008 through 2012-2013, all end-of-year CHS seniors (100%) met the FCAT reading and math proficiency requirement. Specific performance of students tested each year is reported in **Tables 1 and 2** on page 1.

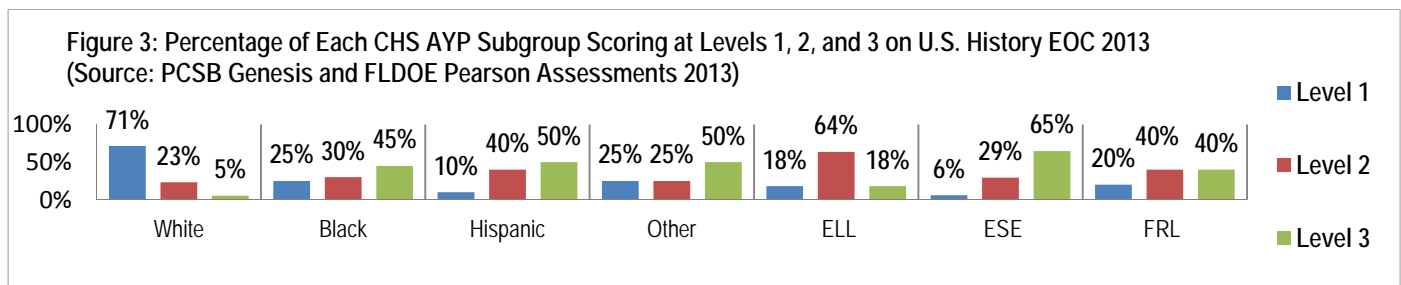
- 5) **End of Course Exit Exams**
 - a. **Percentage of students passing/proficient over the term of charter contract**
 - b. **Proficiency levels by grade, subject, and subgroup of term of charter contract**

U.S. History is the only CHS course for which an end-of-course (EOC) exam has been created. The exam was administered for the first time in the spring of 2013. *The U.S. History End-of-Course Assessment District Report of Schools Spring 2013* shows that 100 CHS students were tested, 97 juniors and 3 seniors. The mean score of CHS testers was 56. That is compared to 48 for the district and 49 for the state. Eleven (11%) of CHS students tested at Level 1, 28 (28%) at Level 2, and 61 (61%) at Level 3. **Table 6** includes U.S. History EOC exam results for all students tested and for each AYP subgroup.

Table 6: CHS Student Performance on U.S. History EOC Exam (2013) (Source: PCSB Genesis and FLDOE Pearson Assessments 2013)

Demographic	Total	1		2		3	
		%	#	%	#	%	#
All	100	11%	11	28%	28	61%	61
White	56	5%	3	23%	13	71%	40
Black	20	25%	5	30%	6	45%	9
Hispanic	20	10%	2	40%	8	50%	10
Other	4	25%	1	25%	1	50%	2
Limited English Proficient (ELL)	11	18%	2	64%	7	18%	2
Students with Disabilities (ESE)	17	6%	1	29%	5	65%	11
Economically Disadvantaged/Free or Reduced Lunch (FRL)	20	20%	4	40%	8	40%	8

Figure 3 compares Level 1, Level 2, and Level 3 performance of subgroups as listed in **Table 6**.



- 6) **Annual Gains for Same (Matched) Students:** The only FCAT exams currently administered at CHS are FCAT retakes for juniors and seniors who have not passed or have never taken FCAT. Since no school-wide standardized assessments are administered for which students have prior year results, annual gains are not calculated.
- 7) **Student Longitudinal Growth:** The only charter goal that specifically addresses longitudinal growth is tied to improving math skills of pre-collegiate students who do not earn the math cut score on the College Placement Test (CPT) or on Florida's Postsecondary Education Readiness Test (PERT) at the time of application. The goal statement specifies performance on the CPT. However, during this charter contract cycle, Polk State College and other Florida colleges have transitioned from using the CPT to using the PERT to determine student readiness for college coursework. The related charter goal says: CHS students will demonstrate college-level mathematics ability upon high school graduation.

(Indicator of Progress: CHS will demonstrate an increase of two percentage points from 43% to 45% in the percentage of students earning a passing score on the math portion of the CPT (or PERT) upon graduation.)

Students who have not earned the required math cut score when they enter CHS are scheduled into high school math courses in which prerequisite math skills are emphasized. Individual students are then retested when they and their instructors believe they are prepared to earn the required cut score.

Figure 4 lists the percentage of students in a given senior class that met the math cut score at the time of application and the percentage of the same class that did so by graduation. Table 7 lists the number of graduates and both the number and percentage who earned cut scores at application and at graduation. It is important to note that concordant scores earned on the math portions of the ACT or SAT can be substituted for CPT or PERT scores.

Over the six years of the current charter contract, 52% of students in the graduating classes entered CHS “math ready” (had met cut score on CPT or PERT), and 95% were math ready at graduation. During the last two years, the percentage exiting math ready were 99% (2012) and 100% (2013).

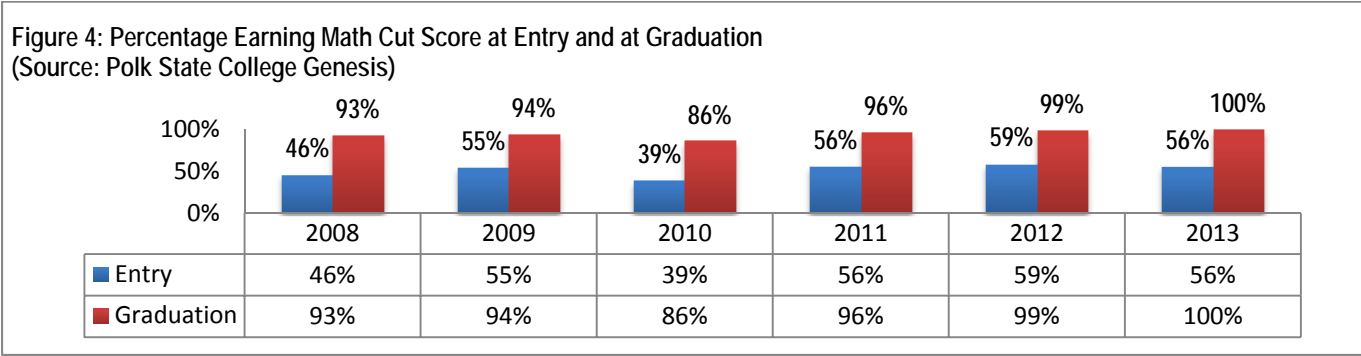


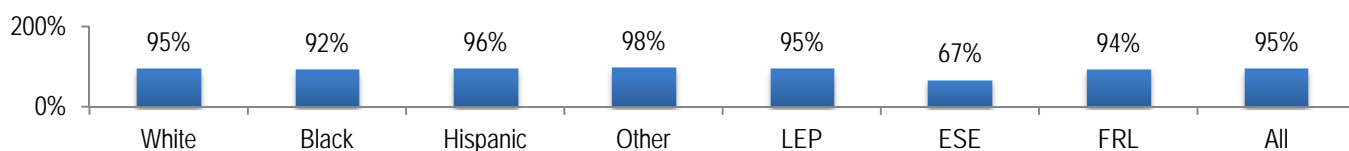
Table 7: Number and Percentage of Graduates Earning Math Cut Score at Entry and at Graduation (Source: Polk State College Genesis)

Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
Number Earning Math Cut Score at Entry	37	46%	48	55%	50	39%	63	56%	62	59%	67	56%
Number earning Math Cut Score at Graduation	74	93%	82	94%	110	86%	108	96%	104	99%	119	100%
Total Graduates	80		87		128		112		105		119	

The CHS class with the lowest percentage of graduates earning the math cut score was 2010 (86%), and the highest was 2013 (100%). In contrast, *Florida's High School Feedback Reports*, available for graduating classes of 2008 through 2011, show that the highest percentage of Polk County (district) graduates who took the SAT/ACT/CPT and scored at or above college-level cut score in math was 64% in both 2009 and 2011; the highest percentage of Florida graduates achieving this performance was 70% in 2011.

In the graduating classes of 2008 through 2013, 597 of 631 graduates (95%) earned the cut score on CPT or PERT math required to take college courses at Polk State College. Attachment 1/ Table 1, on page 38, lists total CHS graduates (2008-2013) by AYP subgroup and also lists the number and percentage of each subgroup meeting the CPT/PERT math cut score by graduation. Figure 5 on page 5 compares overall performance of subgroups on the math portion of the CPT/PERT.

Figure 5: Percentage of 2008 through 2013 Graduates Earning Math Cut Score*
(Source: Polk State College Genesis) Genesis)



*Note: 2007-2008 through 2012-2013, CHS enrolled a total of only 6 non-gifted ESE students.

8) Criterion-Referenced Longitudinal Growth

- a) Percentage of students maintaining proficiency during certain period of time
- b) Percentage of students already proficient or advanced who maintain or improve performance
- c) Percentage of students moving to a higher performance level

The math charter goal addressed in response to 7) above emphasizes the importance of students demonstrating proficiency in the area of math in order to be successful in college math courses. It also examines how effective the school is in increasing the percentage of students meeting the cut score between the time a class enrolls and the time it graduates.

Another charter goal addresses proficiency in reading and language arts. It states: CHS students will demonstrate college-level reading ability at the time of graduation. (Indicator of Progress: *Annually, 90% or more of CHS students will earn scores of 83 or higher on the College*

Placement Test (CPT) in the areas of Reading and Sentence Skills at the time of graduation. A score of 83 on the CPT is the cut score for taking college credit classes.) Performance in relation to this charter goal, which only focuses on graduates, is listed in Figure 6 and Table 8.

Figure 6: Percentage Earning Reading Cut Score at Graduation
(Source: Polk State College Genesis)

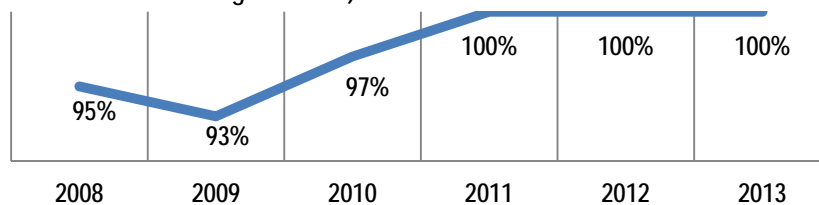


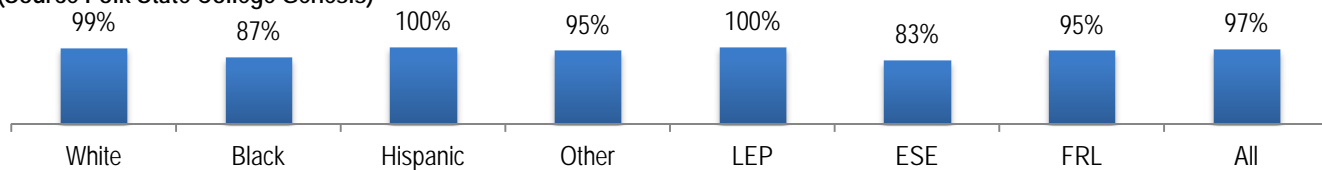
Table 8: Number and Percentage of Graduates Earning Reading Cut Score (Source: Polk State College Genesis)

Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
Number earning Reading Cut Score at Graduation	7	95%	8	93%	124	97%	112	100%	105	100%	119	100%
Total Graduates	6	80	1	87		128		112		105		119

The CHS class with the lowest percentage of graduates earning the reading cut score was 2009 (93%), while the graduating classes of 2011 through 2013 show a 100% pass rate. In contrast, *Florida's High School Feedback Reports*, available for graduating classes of 2008 through 2011, show that the highest percentage of Polk County (district) graduates who took the SAT/ACT/CPT and scored at or above college-level cut score in reading was 83% in 2011; the highest percentage of Florida graduates achieving this performance was 84%, also in 2011. **Attachment 1/ Table 2 on page 38-39** lists total graduates by AYP subgroup and also lists the number and percentage of each subgroup earning the CPT/PERT reading cut score by graduation.

In the graduating classes of 2008 through 2013, 613 of the 631 graduates (97%) earned the cut score on CPT or PERT reading required to take college courses at Polk State College. **Figure 7** on page 6 lists overall performance of subgroups and all graduates on the reading section of CPT/PERT.

Figure 7: Percentage of 2008 through 2013 Graduates Earning Reading Cut Score
(Source Polk State College Genesis)



**Note: 2007-2008 through 2012-2013, CHS enrolled a total of only 6 non-gifted ESE students.*

9) Postsecondary Access and Opportunity (percentage enrolled in a college prep curriculum)

All CHS students are enrolled in a college prep curriculum and participate in Polk State College's dual enrollment program. The charter goals referenced as part of the response to **Sections 1.7 and 1.8**, bottom of page 4 through bottom of page 5, demonstrate the emphasis on positioning all students for access to and success in college courses. Another charter goal that is specifically tied to the school's mission and purpose calls on students to earn college credits prior to high school graduation. It says: Annually, the majority of CHS students will earn credits toward a college degree upon high school graduation.

Indicators of Progress:

- *The percentage of college-ready AA or AS students earning 45 or more credits upon high school graduation as indicated on the transcript will increase by 1%.*
- *The percentage of college-ready students earning an AA degree upon graduation as documented on the transcript will increase by 1%.*
- *The percentage of pre-collegiate students earning 30 or more college credits upon graduation as documented on the transcript will increase by 1%.*

CHS students are designated as "college ready" or "pre-collegiate" at the time they enter the school. In order to be considered college ready, an incoming junior must have earned the cut scores on all three sections of the CPT or PERT (math, reading, and sentence skills). The number and percentage of college-ready and pre-collegiate students in each graduating class from 2008 through 2013 are listed in **Table 9**.

Table 9: Number and Percentage of Graduates Designated College Ready and Pre-Collegiate (Source: Polk State College Genesis)

Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
College Ready (CR)	26	33%	30	34%	41	32%	57	51%	59	56%	63	53
Pre-Collegiate (PC)	54	68%	57	66%	87	68%	55	49%	46	44%	56	47%
Total Graduates	80		87		128		112		105		119	

The Polk State College Office of Institutional Research, Effectiveness, and Planning (IREP) uses Polk State College Genesis to provide the number of college credits earned by CHS students. **Figures 8 and 9** below and **Table 10** on page 7 report the number and percentage of college-ready students who met the indicators of progress for this goal for each year of the current charter contract.

Figure 8: CR Earning 45+ (Source Polk State College Genesis) Percent is # of CR Graduates with 45 + hours / by total # of CR Graduates

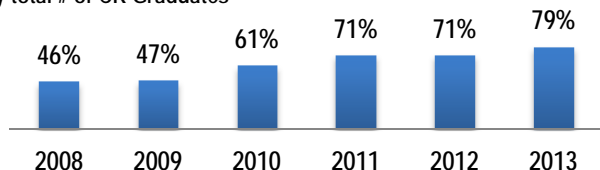


Figure 9: CR Earning AA (Source Polk State College Genesis) Percent is # of CR Graduates earning AA / by total # of CR Graduates

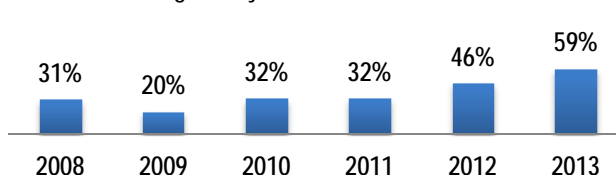


Table 10: Number and Percentage of College Ready (CR) Graduates Earning 45 or More Credits (Source: Polk State College Genesis) Percent is # of CR Graduates 45 + / the # of CR Graduates

Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
CR Earning 45 or More Credits	12	46%	14	47%	25	61%	31	71%	42	71%	50	79%
CR Earning AA	8	31%	6	20%	13	32%	18	32%	27	46%	37	59%

Figures 10 and 11 and Table 11 list the number and percentage of pre-collegiate graduates who earned 30 or more college credits and who earned an AA degree. It is interesting to note that while this goal does not have an indicator of progress focused on the number and percentage of pre-collegiate (PC) graduates earning an AA degree, the school has seen many students do so over the course of the past six years.

Figure 10: PC Earning 30+ (Source: Polk State College Genesis) Percent is # of PC with 30 + hours / by total # of PC Graduates

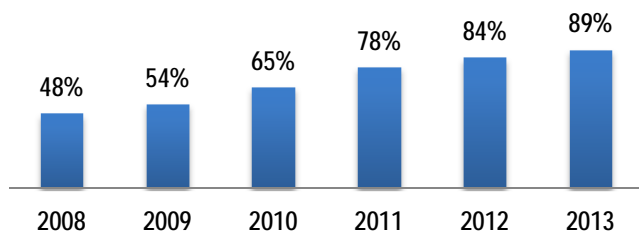


Figure 11: PC Earning AA (Source: Polk State College Genesis) Percent is # of PC Graduates earning AA / by total # of PC Graduates

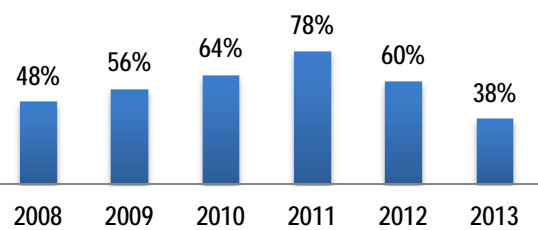


Table 11: Number and Percentage of Pre-Collegiate (PC) Graduates Earning 30 or More Credits (Source: Polk State College Genesis)

Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
PC Earning 30 or More Credits	26	48%	31	54%	56	65%	43	78%	39	84%	50	89%
PC Earning AA	7	13%	8	14%	10	12%	15	27%	12	26%	21	38%
Total PC Graduates	54		57		87		55		46		56	

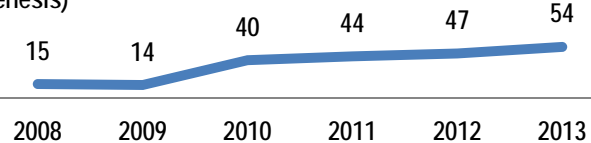
CHS staff members also annually examine the total number of college credits earned by each graduating class and the average number earned per graduate. Table 12 combines college-ready plus pre-collegiate graduates to show the total number and percentage of CHS graduates earning AA degrees each year.

Table 12: Number and Percentage of CHS Graduates Earning AA Degrees (Source: Polk State College Genesis)

Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
Graduates Earning AA	15	19%	14	16%	22	17%	33	29%	34	37%	58	49%
Total CHS Graduates	80		87		128		112		105		119	

Records from Polk State College Genesis show that the total number of college credits earned by CHS graduates ranged from a low of 1,166 in 2008 to a high of 6,523 in 2013. The average number of credit hours earned by graduates in each class is listed in Figure 12. The average number of 54, earned in 2013, represents 90% of the credits required for a 60-hour AA degree.

Figure 12: Average Number of College Credits Earned Per Graduate (Source: Polk State College Genesis)



Attachment 1/Tables 3 through 5, beginning on page

39-41, list the total number of pre-collegiate and college-ready graduates and the number and percentage by subgroup that met the three indicators of progress related to college credits earned by high school graduation.

As of the 2012-2013 school year(s), CHS has also adopted a student performance goal that is linked to staff evaluations and emphasizes the importance of students being prepared to perform well in a college or university of their choosing. It specifies, "The 2013 graduating class will achieve an SAT average Total Score higher than or equal to the benchmark score of 1550, or an ACT average Composite Score higher than or equal to the benchmark score of 22.5."

Table 13 lists the number of CHS graduates who took the ACT and both the number and percentage who met the benchmark scores during school years 2007-2008 through 2012-2013.

Table 13: Number of CHS Graduates Tested and Both Number and Percentage Earning ACT Benchmark Score (22.5)
(Source Data: ACT)

Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
Number and Percentage of Test Takers Earning Benchmark	21	57%	23	49%	24	47%	44	59%	43	57%	42	40%
Number of CHS Graduates Taking ACT	37		47		51		74		76		105	

The ACT average Composite Scores for CHS and for both Polk County and Florida graduates for school years 2007-2008 through 2012-2013 are listed in Figure 13.

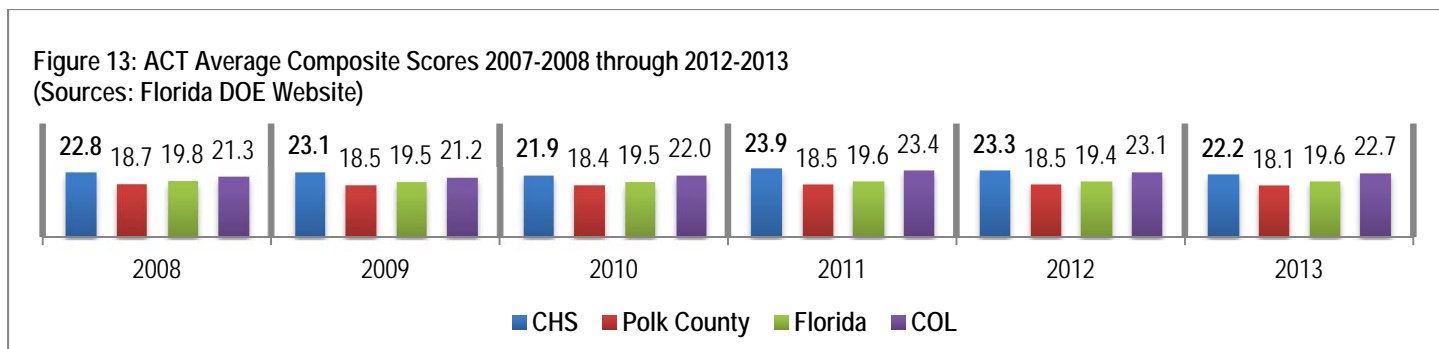
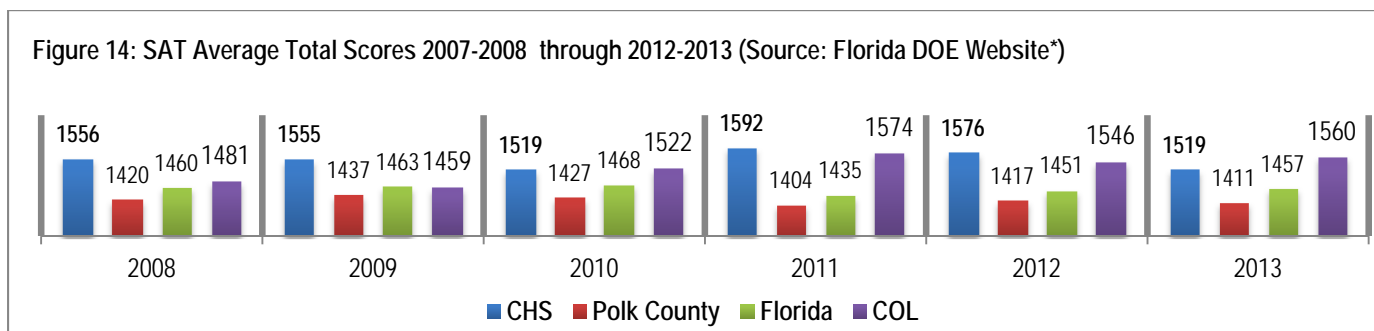


Table 14 lists the number of CHS graduates who took the SAT and both the number and percentage who met the benchmark scores during school years 2007-2008 through 2012-2013.

Table 14: Number of CHS Graduates Tested and Both Number and Percentage Earning SAT Average Score (1550) (Source Data: SAT)

Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
Number and Percentage of Test Takers Earning Benchmark	28	56%	36	53%	44	44%	52	60%	46	57%	29	37%
Number of CHS Graduates Taking SAT	50		68		99		86		81		79	

Figure 14 lists SAT average Total Scores for CHS, Polk County, and Florida graduates for school years 2007-2008 through 2012-2013.



* 2013 Average Total Scores for Polk County and Florida are not yet available. CHS and COL performances are from SAT reports.

10) High School Completion

- a) Graduation rate calculated as recommended by the National Governors Association
- b) Graduation rate calculated by FLDOE
- c) Dropout rate

The Florida Department of Education website provides the No Child Left Behind (NCLB) Graduation Rates and National Governors Association (NGA) Graduation Rates for School Years 2007-2008 through 2009-2010. The site also provides the Federal Uniform Graduation Rates for 2009-2010 and 2010-2011. CHS percentages using all three calculations are identical for the years provided.

Table 15 lists the NGA Graduation Rates for school years 2007-2008 through 2009-2010. The NGA rate is a modified version of the graduation rate that counts the following diploma recipients as graduates: students who received a standard diploma and students with disabilities who completed the requirements of their individualized education plan (IEP) and received a special diploma. Students who were awarded a GED-based diploma are counted as non-graduates.

Table 15: NGA Graduation Rate School Years 2007-2008, 2008-2009, 2009-2010 (Source: FLDOE Website)

	School %			District %			State %		
	2009-10	2008-09	2007-08	2009-10	2008-09	2007-08	2009-10	2008-09	2007-08
All	96.9	98.8	97.6	73.2	71.6	69.9	79.0	76.3	73.1
White	97.8	100.0	96.8	78.4	76.8	76.0	85.4	83.1	80.8
Black	95.2	91.7	100.0	65.3	64.7	61.8	68.4	64.9	60.8
Hispanic	92.3	100.0	100.0	66.2	62.3	59.2	75.3	72.1	67.6
Asian	100.0	100.0	100.0	92.7	87.3	84.5	89.8	87.9	83.8
American Indian	100.0	100.0		55.6	87.5	83.3	76.8	76.8	76.1
Multiracial		100.0	100.0	78.1	72.3	66.1	83.7	81.3	77.3

Table 16 provides the NCLB graduation rates for school years 2007-2008 through 2009-2010. The NCLB rate shows the percentage of students who graduated within four years of initial entry into ninth grade. Graduates include students who received a standard high school diploma or a State of Florida diploma earned through a GED Exit Option program.

Table 16: NCLB Graduation Rate School Years 2007-2008, 2008-2009, 2009-2010 (Source: FLDOE Website)

	School %			District %			State %		
	2009-10	2008-09	2007-08	2009-10	2008-09	2007-08	2009-10	2008-09	2007-08
All	96.9	98.8	97.6	71.2	70.0	68.1	78.2	76.2	72.8
White	97.8	100.0	96.8	77.2	76.3	75.5	85.2	83.8	81.4
Black	95.2	91.7	100.0	61.3	60.7	56.7	66.6	63.3	58.7
Hispanic	92.3	100.0	100.0	64.1	59.8	57.3	74.6	71.6	67.1
Asian	100.0	100.0	100.0	90.9	87.3	84.5	89.6	88.1	83.8
American Indian	100.0	100.0		44.4	87.5	83.3	77.9	77.4	76.9
Multiracial		100.0	100.0	75.2	71.1	66.1	83.5	82.3	78.2
Disabled	100.0	50.0	100.0	39.0	37.3	36.4	48.7	47.2	43.0
Econ. Disadvantaged	96.7	100.0	91.7	61.1	58.3	56.0	68.4	65.1	61.1
ELL	100.0	100.0	100.0	46.0	43.1	39.0	59.5	56.8	52.2
Migrant				61.5	46.8	53.8	64.4	59.9	52.9
Female	98.8	97.9	98.0	76.2	74.4	71.9	82.0	80.0	76.8
Male	93.6	100.0	96.9	66.4	65.7	64.5	74.5	72.3	68.7

Table 17 on page 10 lists the Federal Uniform Graduation rates for 2009-2010 and 2010-2011. This rate shows the percentage of students who graduated with a standard high school diploma within four years of entry into ninth grade.

Table 17: Federal Uniform Graduation Rate School Years 2009-2010 and 2010-2011 (Source: FLDOE Website)

	School %		District %		State %	
	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
All	97.4	96.9	66.4	62.9	70.6	69.0
White	97.5	97.8	70.2	67.0	76.2	74.1
Black	100.0	95.2	59.6	55.0	58.6	57.9
Hispanic	94.4	92.3	60.9	58.0	69.4	68.1
Asian	#	#	83.6	89.2	85.9	86.0
Native Hawaiian or other Pacific Islander	N/A		N/A		N/A	
American Indian or Alaska Native	N/A	#	66.7	40.0	69.7	67.5
Two or More Races	#	N/A	77.9	67.5	75.1	74.2
Disabled	#	#	37.8	32.4	44.4	40.1
Econ. Disadvantaged	100.0	96.7	52.9	53.0	60.3	59.2
ELL	#	#	40.8	43.5	53.0	54.8
Migrant	N/A	N/A	63.9	52.2	60.6	59.9
Female	98.3	98.8	71.5	69.5	75.3	74.7
Male	96.4	93.6	61.6	56.7	66.0	63.6

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

Polk County School Board Genesis records show that the only withdrawals for the cohorts associated with the CHS graduating classes of 2011-2012 and 2012-2013 are for students transferring to other schools, public and private, in and out of district. The school calculates both graduation rates at 100%.

During the term of this contract, which encompasses six school years, only two CHS students have been designated as dropouts. They both were scheduled to graduate in 2011, and each has a W22 withdrawal code.

11) Postsecondary Admission (percentage gaining admission to postsecondary institutions)

Florida's High School Feedback Report (HSFR), as listed on the Florida Department of Education website, lists percentage of CHS graduates, district graduates, and state graduates enrolled in postsecondary institutions in the fall after high school graduation.

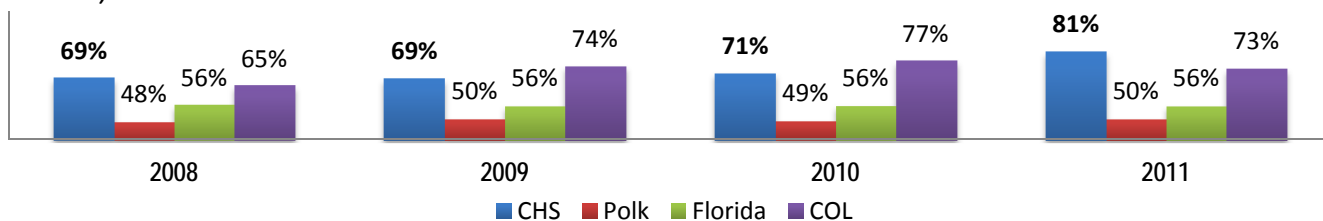
Table 18 lists this information for graduating classes of 2008 through 2011. The most recent year for which the *High School Feedback Report* is available is 2011.

Table 18: Percentage of Graduates Enrolled in Postsecondary Education in the Fall after Graduation (Source: FLDOE HSFR)

Year		CHS	Polk	State	COL
2008	Enrolled in Florida public postsecondary institution	65%	43.5%	53.1%	58.1
	Enrolled in Florida independent colleges and universities	3.75%	4.93%	3.08%	6.97
	TOTAL	68.75%	48.43%	56.18%	65.07
2009	Enrolled in Florida public postsecondary institution	59.3%	44.4%	53%	67.7
	Enrolled in Florida independent colleges and universities	9.30%	5.26%	3.02%	6.77
	TOTAL	68.60%	49.66%	56.02%	74.47
2010	Enrolled in Florida public postsecondary institution	64.5%	43.9%	51.7%	68.9
	Enrolled in Florida independent colleges and universities	6.45%	4.89%	4.46%	7.75
	TOTAL	70.95%	48.79%	56.16%	76.65
2011	Enrolled in Florida public postsecondary institution	76.7%	45.8%	52.6%	66.4
	Enrolled in Florida independent colleges and universities	4.46%	4.43%	2.98%	6.87
	TOTAL	81.16%	50.23%	55.58%	73.27

The trends for CHS, COL, Polk County, and Florida are shown in Figure 15 on page 11.

Figure 15: Postsecondary Enrollment of CHS, Polk, Florida, and COL Grads (Source: Florida DOE Website)



II. STUDENTS

1) Student Attendance

- a) Average daily attendance
- b) Percentage of students attending a target percentage of days

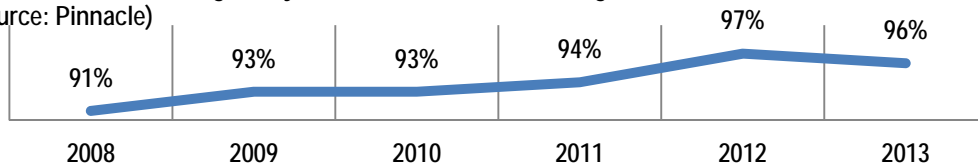
Table 19 lists average daily attendance for CHS students for each year of the current charter contract.

Table 19: Average Daily Attendance for each Year and for Fall and Spring Semesters 2007-2008 through 2012-2013 (Source: Pinnacle)

Year	2008	2009	2010	2011	2012	2013
Year	91%	93%	93%	94%	97%	96%
Fall Term	91%	93%	92%	95%	97%	97%
Spring Term	90%	93%	94%	93%	96%	96%

The year-to-year trends in annual average daily attendance are reflected in Figure 16.

Figure 16: Annual Average Daily Attendance 2007-2008 through 2012-2013 (Source: Pinnacle)



CHS operates on a four-period day. Students complete an entire course in one semester and are expected to have no more than five absences per course per term (semester) for which they have not made up work missed. These are considered unexcused absences. Absences are tallied per class period rather than per day. Table 20 lists the number of juniors and seniors with more than five unexcused absences in any class for school years 2007-2008 through 2012-2013

Table 20: Number of Students with More than 5 Unexcused Absences in Any Class (Source: Pinnacle)

Year	2008	2009	2010	2011	2012	2013
Juniors	35	32	15	31	11	24
Seniors	41	17	26	14	9	9

In contrast, the number and percentage of students that met the attendance expectation each year are listed in Table 21.

Table 21: Number and Percentage of Juniors and Seniors with 5 or Fewer Unexcused Absences (Source: Pinnacle)

Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
Juniors Meeting Attendance Expectation	52	60%	97	75%	75	83%	76	71%	108	91%	121	83%
Total Juniors in Class	87		129		90		107		119		145	
Seniors Meeting Attendance Expectation	44	52%	72	81%	99	79%	98	88%	96	91%	110	92%
Total Seniors in Class	85		89		125		112		105		119	

Attachment 1/Table 6, page 41, lists the number and percentage of each AYP subgroup that met the attendance expectation.

2) Student Enrollment

- a) **Number and percentage by grade level:** Table 22 on page 12 lists total October CHS enrollment per year of the current charter contract. It also lists both the number of students and the percentage of total enrollment represented by each grade.

Table 22: Total Enrollment and Enrollment by Grade on October 14 or Nearest Valid School Day of Each School Year (Source: Genesis Student Membership Tally)

Year	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	
	#	%	#	%	#	%	#	%	#	%	#	%
Total Junior Enrollment in October of Each School Year	87	50%	132	59%	89	41%	106	48%	120	53%	153	56%
Total Senior Enrollment in October of Each School Year	87	50%	91	41%	128	59%	115	52%	105	47%	122	44%
Total CHS Enrollment in October of Each School Year	174		223		217		221		225		275	

b) **Number and percentage by subgroup:** Table 23 includes total October enrollment by subgroup.

Table 23: Total October Enrollment of AYP Subgroups (Source: Genesis Student Membership Tally)

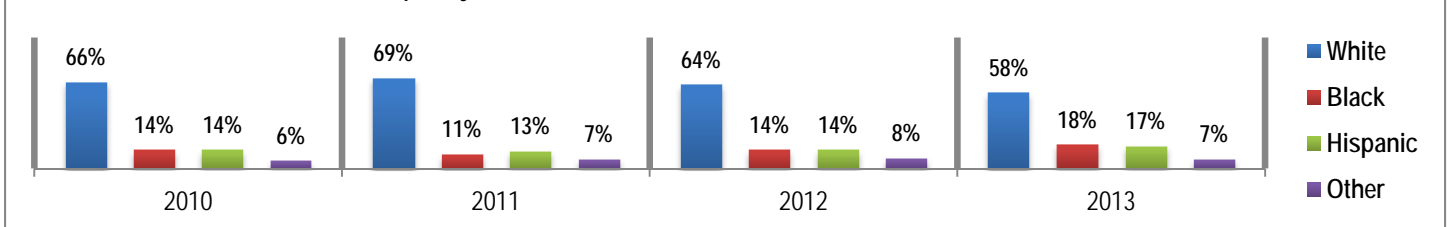
Year	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	
	#	%	#	%	#	%	#	%	#	%	#	%
White	*	*	110	49%	144	66%	153	69%	145	64%	159	58%
Black	*	*	28	13%	31	14%	25	11%	31	14%	48	18%
Hispanic	*	*	20	9%	30	14%	29	13%	31	14%	47	17%
Other	*	*	65**	29%	12	6%	14	7%	18	8%	21	7%
ELL	0	0%	1	<1%	4	2%	4	2%	1	<1%	2	<1%
ESE	3	2%	4	2%	3	1%	1	<1%	3	1%	5	2%
FRL	27	16%	37	17%	28	13%	36	16%	36	16%	57	21%
Total CHS Enrollment each October	174	100%	223	100%	217	100%	221	100%	225	100%	275	100%

* Unavailable in Student Membership Tally Report for October 2007

**Includes 55 students with a "no race data available" code

Figure 17 lists October enrollment by race/ethnicity for the last four years of the current charter contract.

Figure 17: CHS October Enrollees by Race/Ethnicity 2009-2010 through 2012-2013 (Source: Genesis Student Membership Tally)



3. **Continuous Enrollment Retention Statistics:** Table 24 lists the number of students, by grade, enrolled at the beginning of each year of the charter contract. It also lists the number of students still enrolled at the end of the school year and the number of withdrawals by code.

Table 24: Total October and May Enrollment and Withdrawals by Code (Source: Genesis Student Membership Tally)

Year	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total Beginning-of-Year CHS Enrollment (Oct. 14 or Nearest School Day)	174	223	217	222	225	275
Total End-of-Year CHS Enrollment (May 22 for 2008/June 1 or Nearest School Day for All Other Years)	169*	218	223*	216*	224	262
Total Number of Withdrawals	11	5	2	7	1	13
• W02 Withdrawals (to another school in district)	10	2		3	1	9
• W24 Withdrawals (to home education)		1	1	1		2
• W26 Withdrawals (adult education)		2	1			
• W3A Withdrawals (to another Florida district)	1			2		2
• W22 Withdrawals (whereabouts unknown)				1		

* Includes students enrolled in October and new January enrollees who had not withdrawn between October and May/June

Table 25 lists the number of juniors enrolled at the end of each school year, the number who returned as seniors, and the withdrawal codes of those who did not return.

Year	May/Aug 2008		June/Aug 2009		June/Aug 2010		June/Aug 2011		June/Aug 2012		June/Aug 2013	
Total End-of-Year Junior Enrollment	85		130		95		104		119		143	
Number and Percentage Returning for Senior Year	83	98%	125	96%	92	97%	102	98%	118	99%	142	99%
Total Number of Withdrawals	2		5		3		2		1		1	
• W02 Withdrawals (to another school in district)	1		1									
• W04 Withdrawals (to non-public school)	1		1				1		1		1	
• W26 Withdrawals (to adult education)			1									
• W3B Withdrawals (to public school out of state)			1		2		1					
• W3A (to public school out of district)			1									
• W22 Withdrawals (whereabouts unknown)					1							

Table 26 examines CHS student retention by cohort. It lists each graduating class (2008-2013), the number of students who enrolled as either juniors or seniors with the intent of being part of that class, and the number and percentage who actually graduated from CHS. *Note: this table does not represent the school's graduation rate. It examines the retention rate by cohort.*

Year	2008		2009		2010		2011		2012		2013	
Total Number of Cohort Enrollees	87		93		135		118		111		124	
Number and Percentage Graduating from CHS	80	92%	87	94%	128	95%	112	95%	105	95%	119	95%

III. HUMAN RESOURCES

1) Highly Qualified Teachers

- a) Certification
- b) In-field and out-of-field

During the six years of the current charter contract, CHS has had 1 teacher who was out of field and consequently left the school. All current CHS instructors are certified and teaching in field. **Attachment 9** on page 86 lists each instructor, his or her certification, and current teaching assignment.

IV. FINANCIAL ACCOUNTABILITY, PERFORMANCE, & SUSTAINABILITY

1) Student Enrollment

- a) Actual student enrollment per count/budgeted student enrollment—Table 27 lists enrollment numbers.

	Budgeted FTE	Actual FTE	Waiting List
FY 2009-10	220.00	218.29	NA
FY 2010-11	250.00	219.42	84
FY 2011-12	225.00	225.00	87
FY 2012-13	275.00	269.51	116

- b) Enrollment trends: Tables 22 and 23 on page 12 show enrollment trends of the current charter contract.

2) Liquidity & Sustainability

- a) (Current assets—current liabilities)/total expenses: Table 28 on page 14 reports both assets and liabilities.

Table 28: Assets and Liabilities for 2009-2010 through 2012-2013

	Current Assets	Current Liabilities	Total Expenditures	Liquidity Ratio
FY 2009-10	943,869	34,851	1,378,716	66%
FY 2010-11	969,214	38,642	1,419,705	66%
FY 2011-12	871,868	51,007	1,394,702	59%
FY 2012-13	698,586	39,763	1,707,962	39%

b) **Total unrestricted net assets/average monthly expenses:** Table 29 includes net assets and monthly expenses.

Table 29: Unrestricted Net Assets, Average Monthly Expenses, and Liquid Fund Indicator for 2009-2010 through 2012-2013

	Total Unrestricted Net Assets	Average Monthly Expenses	Liquid Fund Indicator
FY 2009-10	640,008	114,893	557.05%
FY 2010-11	616,848	118,309	521.39%
FY 2011-12	384,145	116,225	330.52%
FY 2012-13	256,178	142,330	179.99%

c) **Planned budget priorities:** Budget priorities are reflected in the five-year budget included as **Attachment 5** on page 56. In year five of the projected budget, approximately 63% of cost will be associated with staff salary, another 18% will be devoted to lease/rental costs, and 10% is allocated to college textbooks. These three items account for 91% of anticipated expenditures.

d) **Financial emergency/recovery plan:** Not applicable for school years 2009-2010 through 2012-2013

3) Internal Controls

a) **Policy & procedures:** CHS has policies and procedures that are board approved. The school follows the state statutes and guidelines that the sponsor requires. Annual audits conclude that Polk State Lakeland Collegiate High School has appropriate internal controls. During the school's financial audits performed during the period FY 2009-2010 through FY 2012-13, the following statements have been issued as part of the independent auditors' annual report on internal control over financial reporting and on compliance and other matters:

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting. A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. Our Consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

b) **FTE reporting:** Funding is generated by reports of FTE students through the school district, as prescribed by law and rules of the State Board Of Education. Records are maintained to establish the charter school's FTE entitlement. These records must be preserved for subsequent audit by the Auditor General's office. Charter school FTE is to be included in the district's FTE projection. If approval of a charter school's application is after the FTE projection

deadlines, the school board is held harmless for FTE Students not included in the projection because of such approval. The Student FTE Breakdown for the each academic year is reported to the sponsor by school.

- c) **Redbook:** CHS financial reporting is in accordance with the account structure guidance outlined in the FLDOE Redbook.

d) Accrual (ongoing revenue & expenditures)

Basis of presentation: The School's financial statements have been prepared in accordance with generally accepted accounting principles as prescribed by the GASB. Accordingly, both government-wide and fund financial statements are presented. The government-wide financial statements report information about the School as a whole using accounting methods similar to those used by private-sector companies. The Statement of net assets includes all of the School's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid. The government-wide financial statements of the School are generally divided into three categories:

- Governmental Activities – Most of the School's basic services are included here, such as instruction and school administration. Funds received through the Florida Education Finance Program ("FEFP") and state and federal grants finance most of these activities.
- Business-type Activities – in certain instances, the School may charge fees to help it cover the costs of certain services it provides. The School currently has no business-type activities.
- Component Units – There currently are no component units included within the reporting entity of the School.

The Fund financial statements provide more detailed information about the School's most significant funds, not the School as a whole. A fund is an accounting entity having a self-balancing set of accounts for recording assets, liabilities, fund balance, revenues, expenditures, and other financing sources and uses. Resources are allocated to and accounted for in individual funds based on the purposes for which they are to be spent and the means by which spending activities are controlled.

The Funds in the financial statements of this report are as follows:

- Governmental Funds
- General Fund–To account for all financial resources not required to be accounted for in another fund.
- Special Revenue Fund–To account for the proceeds of specific revenue sources and federal grants that are restricted by law or administrative action to expenditure for specific purposes.

For purposes of these statements, the general and special revenue funds constitute major funds. There are no other governmental funds.

Basis of accounting

Basis of accounting refers to when revenues, expenses, and related assets and liabilities are recognized in the accounts and reported in the financial statements. Specifically, it relates to the timing of the measurements made, regardless of the measurement focus applied. As a division of the College, financial statements are presented with the expenses, gains, losses, assets, and liabilities resulting from exchange and exchange-like transactions being recognized when the exchange takes place. Revenues, expenses, gains, losses, assets, and liabilities resulting from non-exchange activities are generally recognized when all applicable eligibility requirements, including time requirements, are met.

As a division of the College, reporting methods used by the College also hold true for the School. The College follows GASB pronouncements and FASB pronouncements issued after November 30, 1989 unless the FASB pronouncements conflict with GASB pronouncements. Under GASB Statement No. 20, *Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting*, the College has the option to elect to apply all pronouncements conflict with GASB pronouncements. The College has elected not to apply FASB pronouncement issued after November 30, 1989.

The School's principal operating activity is instruction. Operating revenues and expenses generally include all fiscal transactions directly related to instruction as well as administration, academic support, student services, and depreciation of capital assets. Non-operating revenues include revenues for capital construction and equipment.

The statement of net position is presented in a classified format to distinguish between current and non-current assets and liabilities. When both restricted and unrestricted resources are available to fund certain programs, it is the School's policy to first apply the restricted resources to such programs followed by the use of the unrestricted resources.

The statement of cash flows is presented using the direct method in compliance with GASB Statement No. 9, *Reporting Cash Flows for Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting*.

Budgetary basis accounting

Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g., salaries, operating expenses and capital outlay).

4) Financial Reports

- a) **Monthly/quarterly financial reports:** Monthly financial reports are issued to the sponsor in compliance with the contract between parties. The monthly financial reports provided the Sponsor include a balance sheet, statement of net position and current enrollment data.
- b) **Insurance coverage:** The School is exposed to various risks of loss related to torts; theft of; damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School provides coverage for these risks through the Florida Colleges System Risk Management Consortium (Consortium), which was created under authority of section 1001.64(27), Florida Statutes, by the boards of trustees of the Florida public colleges for the purpose of joining a cooperative effort to develop, implement and participate in a coordinated Statewide College risk management program. The Consortium is self-sustaining through member assessments (premiums) and is reinsured through commercial companies for claims in excess of specified amounts. Reinsurance from commercial companies provided excess coverage of up to \$150 million to February 29, 2012, and \$90 million from March 2012. Insurance coverage obtained through the Consortium included health and hospitalization, life, dental, group long term disability, team sport accident, property casualty, general and automobile liability, worker' compensation, and other liability coverage. Settled claims resulting from these risks have not exceeded commercial coverage in any of the past three fiscal years.
- c) **Budget:** Annually the CHS Budget is prepared and presented to the CHS Board of Directors prior to the start of the school's fiscal year, July 1. Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g., salaries, operating expenses and capital outlay).
- d) **Payroll taxes:** The monthly payroll for CHS, Inc. is prepared in-house by the payroll department of Polk State College. Payroll taxes are transmitted electronically to the IRS and the 941 Quarterly tax statements are prepared by the payroll manager and reviewed by the Controller prior to submission. Copies of the 941 Tax statements are on permanent file in the payroll department.
- e) **Annual reports:** Annual reports are submitted timely and can be obtained from the Office of Magnet, Choice & Charter Schools.
- f) **Cost reports:** Cost reports are filed annually with the PCSB as out-lined in the charter contract. This information is submitted in conjunction with preliminary financial statements due in accordance with the charter contract date of August 15th.
- g) **Capital outlay:** CHS submits annually to receive is FTE appropriated Capital Outlay.

5) **Annual audit**

a) **Absence of material or repeated audit findings in annual audit**

Audited financials are clear of any material or repeated audit findings in the annual audit. Copies of audited financials are on record with Magnet, Choice & Charter Office.

b) **Financial emergency/recovery plan:** Not applicable for school years 2009-2010 through 2012-2013

V. GOVERNANCE

1) **Board member compliance with training requirements**

a) **Compliance of governance training requirements**

b) **Board member membership and turnover in line with the board by-laws**

The Polk State College District Board of Trustees (DBOT) is the governing board for CHS. The Director has online certificates for each current DBOT member confirming that he/she has completed all required training. Membership of the Board is established in accordance with Sections 1001.61-65 and 1004.70 of the Florida Statutes and State Board of Education Regulations 6A-14.024. Board members are appointed by the Governor and confirmed by the Senate in regular session. Trustees are appointed for terms of four (4) years and may be reappointed. Terms shall expire on May 31 of the year of expiration, or as soon thereafter as the successor shall be qualified to serve.

2) **Setting expectations**

a) **Percentage of short- and long-term SMART goals**

b) **Board regularly sets and monitors, and reports to the public**

CHS charter goals are the school's long-term and academic performance goals. Improvement goals, established annually, are based on prior year performance and represent the school's short-term goals.

Each goal listed in the Accountability Plan included as **Attachment 7**, beginning on page 70, is aligned with required performance categories. It is also tied to specific performance indicators, which are measurable. CHS staff members have created goals they see as both attainable and realistic. Each goal is timely in that it represents performance at the end of every school year. Accountability Plan goals are listed below:

1. **Reading**—The average scores of CHS graduates tested on the ACT or SAT will meet or exceed both the district and state average reading scores on at least one of the exams.
2. **Math**—The average scores of CHS graduates tested on the ACT or SAT will meet or exceed both the district and state average math scores on at least one of the exams.
3. **Science**—The average score of CHS graduates who take the ACT will meet or exceed both the district and state average science scores.
4. **Writing**—CHS students who finish Polk State College's Composition 1 course (ENC 1101) will do so with a passing grade.
5. **Social Students**—The percentage of CHS test takers meeting or exceeding proficiency as identified by DOE on the EOC exam for US history will meet or exceed that of both the district and the state in any year in which at least 20 students are tested.
6. **Financial Viability**—CHS will maintain an unrestricted fund balance of at least 7%.
7. **Governance**—The average responses of CHS students, parents, and staff will be 3.0 or higher on at least 6 of 7 correlates on the annual climate survey (scale of 1.0 to 4.0).

The DBOT has monthly meetings that are open to the public and are posted on the school's website.

3) **Ethical conduct**

a) **Compliance with authorizer-approved board policy governing ethical matters**

b) **Compliance with Jessica Lunsford Act**

All new employees are screened through the PCSB for finger printing and drug testing. All volunteers are fingerprinted through PCSB. Additionally, all CHS faculty and staff participate in ethics training in-service during the school retreat each August.

4) **Regulatory and Reporting Compliance**

a) **Required corporate filings that are complete, accurate, and on time**

- b) Absence of violations of any regulatory or reporting requirements
- c) Title I requirements
- d) DA requirements as provided annually by FL DOE

The school is not designated as Title 1. CHS is not designated as a participant in DA requirements.

5) Leadership Oversight and Evaluation

- a) Clear lines of authority, responsibility, and reporting
- b) In the case of ESP, school leaders report as outlined in contract
- c) Board monitoring of school leadership performance
- d) Annual evaluation of school leadership performance against SMART goals
- e) SIP Accountability Plan in line with contract and managed by board/ school leadership

The Director reports to the Campus Provost who reports to the President of the College. The President reports to the governing board (DBOT). In compliance with the Florida Success Act, Polk State College has developed a Personnel Evaluation Development System (PEDS). The Director reports Charter goal performance annually to the Lakeland Campus Provost, President, and DBOT. The annual school climate survey is a part of this report. The school's accountability plan is included in this document as Attachment 7 beginning on page 70. The CHS Director has full responsibility for creating, implementing, and monitoring an annual plan that addresses each school goal.

6) Contract Management and Oversight

- a) Fulfillment of terms of charter contract
- b) Effective management and oversight of all service contracts

The terms of the charter contract are fulfilled. Contracts for services are in place and sound.

7) Public accountability and transparency (clear, accurate, regular communication):

CHS provides news releases to the media, all employees, the College, and community stakeholders. This information is also placed on the school's website. The school uses newsletters for parental information as well as Connect Ed automated calling services.

8) Securing the Future/Continuous Improvement

- a) Documented board and leadership attention to significant changes in environment
- b) Formal annual board review of performance and improvement
- c) Measurable improvement in the school's academic and operating performance

Reports are presented at least four times annually to the DBOT. Topics include student performance, academics, and the day-to-day operations of the school. School surveys are done annually and presented to the DBOT with reports on the school improvement plan and annual progress reports. Yearly performance reviews are provided to the DBOT for the school's performance and goals.

VI. PARENT AND COMMUNITY COMMITMENT

1) Satisfied students and parents

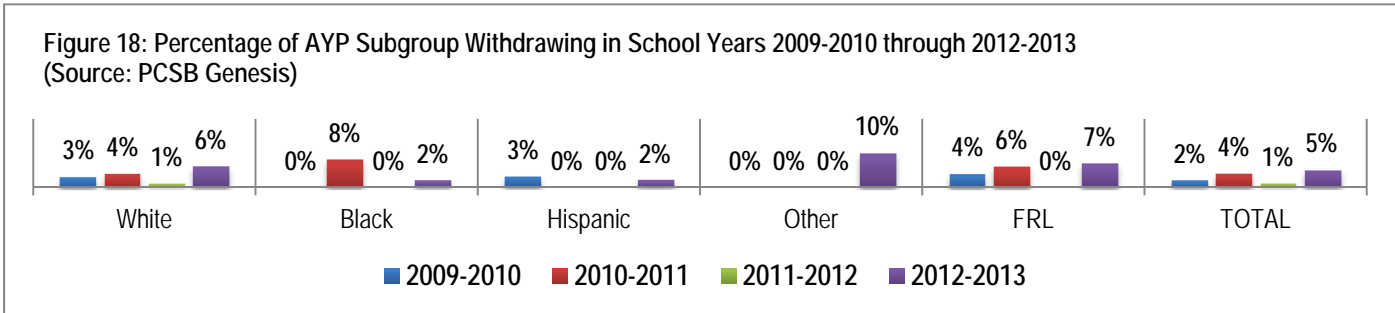
- a) **Re-enrollment ratio:** Table 26, on page 13, lists the retention rate of every CHS graduation cohort (2008 through 2013). It shows that retention through graduation ranged from a low of 92% in 2008 to a high of 95% in the graduation cohorts of 2010 through 2013.
- b) **Enrollment demand:** Table 30 lists possible and actual enrollment for every year of the current charter contract. Fall 2013 is not included because this document was finalized in September.

Table 30: Maximum and Actual Enrollment for School Years 2007-2008 through 2012-2013 (Source: Genesis Student Membership Tally)

Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Maximum Enrollment	225	225	225	225	225	275
Actual Enrollment (October each Year)	174 77%	223 99%	217 96%	221 98%	225 100%	275 100%

- c) **Withdrawal patterns based on AYP subgroups:** Attachment 1/Table 7, page 42, lists total enrollment by school year and AYP subgroup. It also lists the number and percentage of each subgroup that withdrew during the year or

prior to the beginning of the following year. During the 2007-2008 school year, The Polk County Schools Genesis Student Membership Tally Report did not include enrollment by race/ethnicity; and for 2008-2009, the report includes 55 students with a “no race data available” code. **Figure 18** uses the information in Attachment 1/Table 7 to examine withdrawal patterns by subgroups for school years 2009-2010 through 2012-2013.



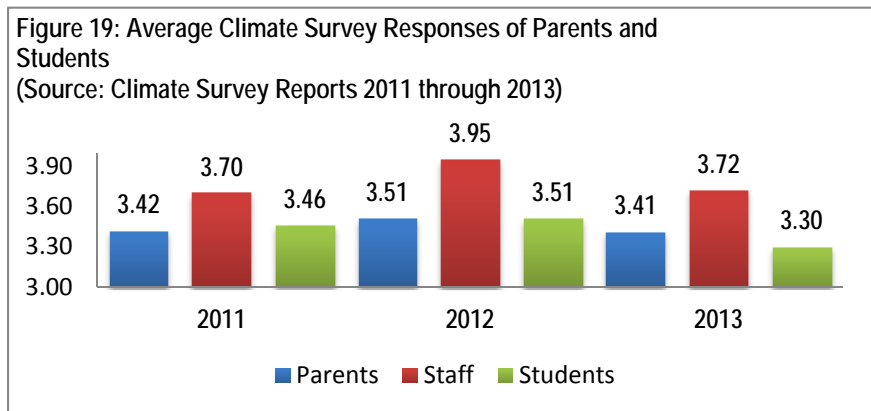
The raw numbers tied to percentages included in **Figure 18** are listed in **Table 31**.

Table 31: Number Enrolled per AYP Subgroup 2009-2010 through 2012-2013 and Number of Each Subgroup that Withdrew
(Source: PCSB Genesis)

Year		White	Black	Hispanic	Other	FRL	CHS
2009-2010	Total Enrolled	144	31	30	12	28	217
	Total Withdrew	4	0	1	0	1	5
2010-2011	Total Enrolled	153	25	29	14	36	221
	Total Withdrew	6	2	0	0	2	8
2011-2012	Total Enrolled	145	31	31	18	36	225
	Total Withdrew	2	0	0	0	0	2
2012-2013	Total Enrolled	159	48	47	21	57	275
	Total Withdrew	9	1	1	2	4	13

There was not a year in which at least 10 enrollees were categorized as ELL or non-gifted ESE.

- d) **Results of parent/student satisfaction survey (Enrollment + Excess Demand/School’s current enrollment capacity):** A CHS charter goal emphasizes the importance of parent/student satisfaction when it states: CHS stakeholders will reflect their satisfaction with the overall school program. The goal’s indicator of progress specifies that the average response from both parents and students will be 3.0 or higher (on a scale of 1-4) on at least 6 (86%) of the effective school correlates on the Annual Climate Survey. This goal was met for every year of the existing charter contract. The climate survey report for 2013 is included as **Attachment 2**, beginning on page 43. The average responses of both students and parents for school years 2010-2011 through 2012-2013 are listed in **Figure 19**.



CHS also gauges stakeholder satisfaction by examining the degree to which community members show an interest in school enrollment.

School records for years 2010-2011 through 2012-2013 show that interest in enrollment significantly exceeded seats available. **Table 32** presents actual October enrollment *plus* the number of applicants not offered a seat *divided by* the year's enrollment capacity.

Year	2010-2011	2011-2012	2012-2013
October Enrollment	221	225	275
Excess Demand	84	87	116
TOTAL	305	312	391
Enrollment Capacity	225	225	275
% of Capacity Represented by Enrollment + Demand	136%	139%	142%

2) **Diversity of school as compared to diversity of community**

- a) **Withdrawal patterns based on AYP subgroups:** See response to VI-1)-c) on page 18.
- b) **Student Information System Report showing withdrawals/enrollments and FCAT levels:** CHS serves juniors and seniors. Polk County School Board Genesis reports on individual student withdrawals during the past six years (school years 2007-2008 through 2012-2013) show only 48 withdrawals from CHS. Six of the withdrawals are students who had not passed FCAT reading and math at the time of withdrawal. These include three students in 2008-2009 (2 black and 1 Hispanic) and three in 2012-2013 (1 multi-race and 2 white). **Attachment 1/Table 7** on page 42 lists AYP subgroup characteristics of all withdrawals
- c) **Recruitment and marketing practices to all subgroups:** CHS markets to all Polk County students in grades 10 and 11 via lists obtained from the school district office. Student demographics are not specified on the lists. All students are sent invitations to recruit nights. A number of CHS staff members are visible and active in community organizations and events. For example, the director, Sallie Brisbane, collaborates with Girls Inc. of Lakeland to provide mentoring and tours for the program's participants. She has also presented information about the high school at churches within the Lakeland community. The assistant director, Corey Barnes, tutors at the Boys and Girls Clubs of Lakeland. Various staff members and students participate at the annual Hispanic Festival by passing out flyers and answering questions at Polk State College's booth/tent.

VII.CHARTER ALIGNMENT

1) **Exceptional Student Education**

- a) **Appropriate ESE staffing:** CHS uses a contracted ESE teacher to serve CHS enrollees in a consultative model. The CHS Guidance Counselor works in collaboration with the contracted teacher and the PCSB assigned ESE facilitator to ensure accommodation requirements are being met and that students receive the appropriate services as determined by their IEP.
- b) **Number of students receiving ESE services:** **Table 23** on page 12 shows a duplicated count of 19 non-gifted ESE students being served at CHS during school years 2007-2008 through 2012-2013. This is a duplicated number since most students were enrolled as both juniors and seniors.
- c) **Number of ESE students withdrawn over term of contract broken down by year:** Six non-gifted ESE students withdrew from CHS prior to graduation. **Attachment 1/Table 7** on page 42 shows ESE withdrawals by school year.
- d) **Timely completion of IEP staffing and renewals:** IEP's and re-evaluations are done annually according to the district plan. Under the direction of the Polk County Schools assigned staffing specialist, the contracted ESE instructor, and the CHS Guidance Counselor, the school monitors Genesis reports and regularly reviews student information to maintain compliance.
- e) **Compliance in ESE audit (if applicable):** CHS has been in compliance for all ESE audits.
- f) **Compliance with all federal, state, and local ESE regulations:** There have not been any formal complaints filed in regards to ESE compliance for CHS. The school has met all state and local regulations for this charter contract cycle.

2) **Limited English Proficiency**

- a) **Compliance with home language surveys:** Copies of home language surveys are kept in student cumulative files.
- b) **Number of identified English Language Learners by year:** **Table 23** on page 12 shows a duplicated count of 12 students identified as ELL during school years 2007-2008 through 2012-2013.

- c) **Appropriate teacher certification with ESOL endorsement:** CHS receives ESOL teacher lists and letters of compliance from the Polk County Schools ESOL office for all teachers who need to take classes for ESOL endorsement. The Director monitors this process, meets with teachers, and has them sign letters of compliance. The letters are returned to the school district. All teachers are currently on track.
- d) **LEP plan/committee compliance:** The LEP committee consists of the Assistant Director, Guidance Counselor, a teacher, and parents. The committee works together to ensure that CHS is in compliance with ESOL mandates and addresses all concerns and/or deficiencies pertaining to the program.
- e) **Compliance with all federal, state, and local regulations in provisions of ESOL services:** CHS has met all federal, state, and local regulations during school years 2007-2008 through 2012-2013.

3) **Operational Considerations**

- a) **Evidence of an approved Transportation Plan:** CHS is provided transportation services from the school district. Under the supervision of the Polk County Schools Transportation Department, the CHS Assistant Director ensures that CHS complies with all DOE safety policies and guidelines.
- b) **Evidence of an approved Food Service Plan:** CHS utilizes the Polk State College food service vendor to provide meals for all students who are eligible to receive lunch through the National Food Lunch Program. A copy of the contract with the vendor is on file in the Polk State College business office.
- c) **Evidence of an appropriate School Facility:** CHS occupies space on the Polk State College Lakeland campus and has met all requirements for health, safety, and welfare during school years 2007-2008 through 2012-2013.

VIII. CHARTER SCHOOL FIVE-YEAR PLAN

1) **General Provisions**

- a) **Changes in mission, vision, and focus:** The original charter document states that the school was established to provide a two-year curriculum for 11th and 12th graders to enable them to complete a high school diploma and many of the requirements for an associate degree, simultaneously in either academic-transfer or technical-education options. That continues to be the CHS purpose. CHS consists of two programs. The first is the dual enrollment (college-ready) program, and the second is the pre-collegiate program. Both programs lead to the standard Florida High School diploma, and students enrolled in either the pre-collegiate or dual enrollment program take both high school and college courses during their enrollment at CHS.
- b) **Education program and curriculum:** CHS classes are taught on the Polk State Lakeland campus. Each student's program-of-study is based on (1) prior performance on Florida's CPT or PERT and on FCAT reading, (2) prior course grades, and (3) the individual's career goals. There are no changes projected in the program or its curriculum except that digital multi-media has replaced information technology as a program focus, based on both a market study completed by the College and student interest.

2) **Student Performance: Assessment and Evaluation**

- a) **Changes in assessment:** CHS will comply with all State of Florida Assessments. **Table 33** lists standardized assessments currently administered at CHS, designates those associated with charter goals, and indicates reasons for maintaining or changing assessments. The table also lists additional assessments anticipated to be part of the new charter contract.

Table 33: Student Assessment and Evaluation Indicators

1	Assessment Indicator: <u>Graduation Rate</u> Current Charter Goal: Yes/ Renewal Accountability Plan Goal: No	Reason for Maintaining/Adding/Deleting: Graduation rate is not tied to a performance category in the Accountability Plan. However, this is a primary part of the school's mission.
	Outcome: CHS students are expected to graduate on time. Assessment: Student attainment of graduation status will be based on end-of-senior-year withdrawal code.	Method of Measurement: CHS staff will calculate the percentage of CHS seniors that do not withdraw to another school (as reflected in PCSB Genesis) and that exit with a graduation withdrawal code.
2	Assessment Indicator: <u>Performance on IT Certification Exam</u> Current Charter Goal: Yes/ Renewal Accountability Plan Goal: No	Reason for Maintaining/Adding/Deleting: The original charter focused on a single AS degree program. The renewal emphasizes individualized programs-of-study including multiple AS/ AA paths.
	Outcome and Assessment: Not Applicable	Method of Measurement: Not Applicable

Table 33: Student Assessment and Evaluation Indicators

3	<p>Assessment Indicator: <u>College Readiness Assessed by PERT</u> Current Charter Goal: Yes/ Renewal Accountability Plan Goal: No</p>	<p>Reason for Maintaining/Adding/Deleting: PERT is an indicator of college readiness that is met by almost 100% of CHS graduates. New Accountability Plan goals focus on ACT and SAT performance. However, PERT performance will continue to be emphasized.</p>
	<p>Outcome: CHS graduates will have met PERT cut scores in math, reading, and sentence skills. Assessment: Students will take the PERT at time of application and thereafter as appropriate.</p>	<p>Method of Measurement: CHS staff will access PERT scores for graduates through Polk State College Genesis.</p>
4	<p>Assessment Indicator: <u>College Credits Earned</u> Current Charter Goal: Yes/ Renewal Accountability Plan Goal: Yes for ENC1101 but not in terms of a focus on number of college credits earned</p>	<p>Reason for Maintaining/Adding/Deleting: Student performance in Composition 1 (ENC 1101) is the focus of an Accountability Plan goal. However, while having enrollees earn a significant number of college credits is central to the CHS mission and will continue to be monitored, it is not aligned with an Accountability Plan category.</p>
	<p>Outcome: CHS students will be successful in ENC 1101. Assessment: The administrative team will monitor both enrollment and success of individual students.</p>	<p>Method of Measurement: CHS will use student transcripts accessed through Polk State College Genesis to review ENC1101 performance and provide a tally of college credits earned by each CHS graduate.</p>
5	<p>Assessment Indicator: <u>End-of-Course (EOC) Exams</u> Current Charter Goal: No/ Renewal Accountability Plan Goal: Yes</p>	<p>Reason for Maintaining/Adding/Deleting: CHS will comply with all state testing requirements, including EOC exams.</p>
	<p>Outcome: CHS students will meet or exceed district and state performance on EOC exams linked to CHS courses. Assessment: Students will take EOC exams as appropriate</p>	<p>Method of Measurement: CHS will use Florida DOE reports regarding EOC exams for CHS courses to determine performance of CHS students in comparison to others in the district and the state.</p>
6	<p>Assessment Indicator: <u>ACT and SAT</u> Current Charter Goal: No/ Renewal Accountability Plan Goal: Yes</p>	<p>Reason for Maintaining/Adding/Deleting: ACT and SAT provide important indicators of college readiness.</p>
	<p>Outcome: Students will meet subject area and overall ACT/SAT performance benchmarks. Assessment: Students will take the ACT and SAT.</p>	<p>Method of Measurement: CHS will use performance reports from ACT and SAT to monitor and report individual and group performance.</p>

- b) **Expected outcomes:** Table 33 lists expected outcomes associated with six performance categories.
- c) **Methods of measurement:** Table 33 specifies a method of measurement for each outcome.
- d) **Assessment:** Assessment processes associated with each of six performance categories are included in Table 33.
- e) **State required assessments:** CHS currently administers FCAT reading and math and the U.S. History EOC exam. The school will continue to administer all state required assessments as they become available.
- f) **Additional assessments:** Table 33 lists additional assessments. They include the PERT, ACT, and SAT.
- g) **SIP:** CHS's charter goals are provided in the Accountability Plan included as Attachment 7 on page 70.

3) Student Promotion

- a) **School student promotion policy:** CHS will continue to follow the Polk County Schools Student Progression Plan in terms of placement, promotion, and graduation standards.
- b) **Graduation requirements:** See response to 3)a) above.

4) Students

- a) **Eligible students:** There will be no changes in eligibility requirements or in the school's lottery process.
- b) **Grades served:** CHS will continue to serve only grades 11 and 12.
- c) **Class size:** CHS is and will remain in full compliance with the State of Florida Class Size Amendment.
- d) **Annual projected enrollment:** Annual projected enrollment is proposed to increase from the current 275 to 285 as of the 2014-2015 school year(s).
- e) **Annual capacity determination:** CHS has planned for facilities based on the requirements of the State of Florida Class Size Amendment. Allocated classroom space provides for 38.6 square feet per student. Additionally, more than 4,500 square feet of space are allocated for staff offices and conference rooms.
- f) **Admissions and enrollment plan:** The admission and enrollment plan will not change. Prospective students are recruited from all of Polk County. An interested student submits an application. Recruitment targets students who are self-motivated, and all applicants are assessed individually in terms of math, reading, and sentence skills. Students are selected by a random lottery and dual-enrollment area of study requirements. Eligible students must have a 2.5 unweighted GPA for digital multimedia and allied health or a 3.0 unweighted GPA for all other programs-of-study.

They must also have earned a minimum of 10 credits by the end of the 10th grade. The school recruits a diverse population in terms of both ethnicity and academic ability. Recruitment also focuses on underrepresented dual-enrollment populations in community colleges. All admitted students and their parents must sign the CHS Participation Agreement included as **Attachment 4** on page 54.

- g) **Maintenance of student records:** There will be no changes in maintenance of student records. All student records will be located and stored at the Lakeland campus of Polk State College. Hard copies of high school records will be maintained in a vault. The vault is rated for three (3) hour fire safety. Records will be kept in accordance with the regulations prescribed by the Florida Department of Education. Access to records will be limited to the school's administrative staff.
- h) **Exceptional student education:** There are no planned changes in the manner in which CHS addresses exceptional student education.
- i) **Dismissal policies and procedures:** Whether they are in high school or college classes, CHS students will be expected to comply with all Polk State College DBOT rules and College procedures, which are available on the College website at <http://www.polk.edu/businessandcommunity/rulesproc/Pages/default.aspx>. They contain consequences of behavior to include dismissal and withdrawal. CHS also has a zero-tolerance policy for students who are found to be using or in possession of illegal drugs or prescription drugs without appropriate medical authorization on file with the school. Additionally, Polk State College's collegiate charter high schools have created policies to address Florida State Statutes that are specific to K-12 educational programs and schools and which are not addressed through the DBOT rules or College procedures. These policies are presented to students as part of the Polk State College Charter High School Handbook, which is included as **Attachment 3**, beginning on page 50.

5) **Finances**

- a) **Planned long-term financing**
- b) **5 year projected budget**

Long-term financing is determined by FEPF funding as projected in the five-year budget included as **Attachment 5** on page 56.

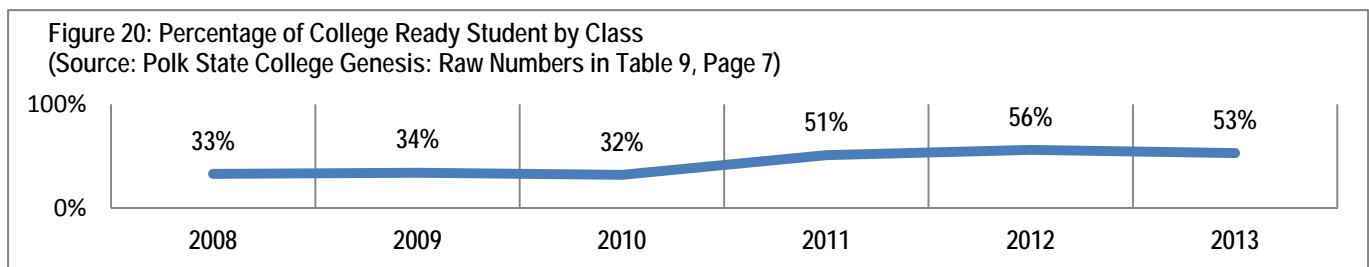
- c) **Detailed business plan if requesting contract term longer than 5 years:** CHS is requesting a five-year contract.

6) **Facilities**

- a) **Changes in location:** There are no planned changes in location.
- b) **Planned renovations:** There are no planned renovations.
- c) **Construction:** There is no planned construction.

7) **Operational Programs**

- a) **Changes in governance:** Polk State College's District Board of Trustees will continue to act as the CHS governing board. There will be no changes in governance.
- b) **Changes in board policies and procedures:** There are no anticipated changes to board policies and procedures. However, in the event that new Florida Statutes specific to K-12 education are passed that are not addressed by DBOT rules or College procedures, CHS administrators and staff will work with the College and the College's two other charter high schools to amend procedures, create new procedures, or add policies
- c) **Changes in staffing plan:** The only projected change in the staffing plan is that more CHS instructors may be teaching dual enrollment courses. An examination of the make-up of CHS graduating classes from 2008 through 2013 (**Table 9** on page 6) shows that an increasing percentage of each class has been made up of students designated as college ready when they entered the school. The percentage began at a low of 33% in 2008 and has ranged from 51% to 56% during the last three years. The trend is reflected in **Figure 20**.



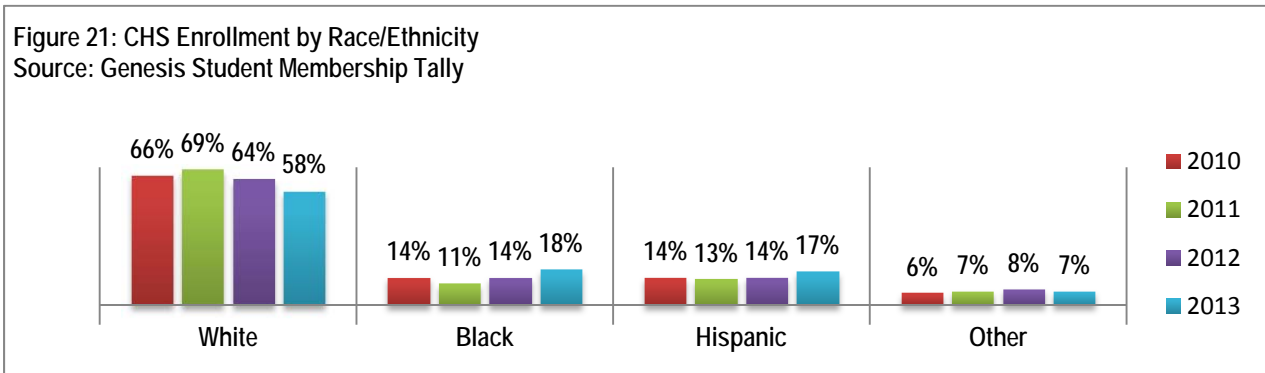
IX. ADDITIONAL ELEMENTS TO ADDRESS

- 1) **School's Technology Use**
 - a) **Hardware currently used:** CHS uses laptops, desktops, iPads, and Kindles.
 - b) **Software currently used:** CHS currently uses Novanet, online textbook websites, and Microsoft Office Suite.
 - c) **Hardware and software the school plans to purchase and/or implement and purpose:** During the 2013-2014 or 2014-2015 school year, CHS will purchase from Edmentum a product called Plato, software to utilize content for hybrid coursework and ACT and SAT preparation in core content high school classes.
 - d) **Technology support on staff:** CHS shares one instructional technologist with the new Polk State Lakeland Gateway to College Charter School. The school also utilizes contracted services with college personnel to maintain Pinnacle.
 - e) **Technology support school plans to hire:** None
 - f) **Technology training school has provided and plans to provide to teachers and purpose:** CHS has provided training related to Blackboard course sites for hybrid coursework, Google Docs for project-based learning, and Excel to perform data analysis on ACT/SAT/PERT/CPT test scores.
- 2) **Diversity**
 - a) **Charter overview**
 - i) **Enhancing educational opportunities for all students:** The Florida Legislature has endorsed and encouraged accelerated instructional opportunities for high school students and has empowered state colleges to implement such programs in educational partnerships. CHS combines the qualities of the dual enrollment program with a small school atmosphere to produce a setting that allows motivated students to earn high school and college credit simultaneously. High school age students in Polk County benefit from the opportunity to obtain guaranteed admission to the Florida State University System upon graduation from the Polk State Collegiate Charter High School with both the high school diploma and the AA degree.
 - ii) **Meeting identified need in the community:** The need for a college degree has significantly increased in Polk County over the past decade as the regional economy has shifted from industries such as agriculture that do not require a college degree for entry-level employment to industries such as logistics and financial services that require a college degree for most entry-level jobs. Yet only 17% of Polk County adults have a four-year college degree or above, a contributing factor to the county's double-digit unemployment. Although college-going rates increased in the United States in the 2000s, in Polk County the rates increased less than 5%, about half as much as most other metropolitan statistical areas, according to the Brookings Institute. But the trend is changing. In 2011, Polk State College was the fastest growing college in Florida and the 12th fastest-growing college in the United States. It is an open-access public college serving Polk County, offering 160 academic programs leading to associate and baccalaureate degrees and college credit certificates. A majority of the students are first-generation in college and receive financial aid. CHS is providing a vehicle to recruit and support a diverse population of students as they access Polk State and its degree programs
 - b) **Target Population**
 - i) **Targeted audience that attracts diverse population, including race and socioeconomic factors:** CHS aims to mirror the population of Polk County. As of the 2010 Census, the population of Polk County is 602,095. The racial makeup of the county is 75.2% White, 14.8% Black or African American, 0.4% Native American, 1.6% Asian, 0.1% Pacific Islander, and 2.4% from two or more races. 17.7% of the population is Hispanic or Latino of any race. The ethnic make-up of CHS for school years 2007-2008 through 2012-2013 was 68% white, 13% black, 14% Hispanic, and 5% other.

Almost 30% of children in Polk County (40,070/139,426) live below the federal poverty level. The percentage of CHS's student population represented by FRL students ranged from a low of 13% in the fall of 2009 to a high of 21% in the fall of 2012.
 - ii) **Time, resources and effort used to meet diversity:** CHS markets to all Polk County students in grades 10 and 11 via lists obtained from the school district office. Student demographics are not specified on the lists. All students are sent invitations to recruit nights. A number of CHS staff members are visible and active in community organizations and events. For example, the director, Sallie Brisbane, collaborates with Girls Inc. of Lakeland to provide mentoring and tours for the program's participants. She has also presented information about the high school at churches within

the Lakeland community. The assistant director, Corey Barnes, tutors at the Boys and Girls Clubs of Lakeland. Various staff members and students participate at the annual Hispanic Festival by passing out flyers and answering questions at Polk State College's booth/tent.

The percentage of the CHS population represented by the combined enrollment of students categorized as black, Hispanic, and other has grown over the past four years from a low of 20% in 2009-2010 to a high of 42% in 2012-2013. **Figure 21** lists CHS enrollment by race/ethnicity for school years 2009-2010 through 2012-2013.



- c) **Evidence of continued community support from key stakeholders in the community:** Polk State Lakeland Collegiate is well-respected and supported in the Lakeland community. The school has several community partners. CHS staff members work closely with Junior Achievement to provide leadership skills and college and career readiness to students by way of curriculum, guest speakers/teachers, and an annual college and career fair. Some of the companies that have participated in these events are FedEx, Publix, MidFlorida Credit Union, Watson Clinic and Badcock Furniture Stores. The colleges that have been represented at the aforementioned college fair include, but are not limited, to Polk State College, Florida Southern College, Southeastern University, Webber International University, Warner Southern University, USF St. Pete, Johnson & Wales University, and Florida Gulf Coast University. Additionally, Lakeland Collegiate provides opportunities for parents to serve on committees, such as the School Advisory Committee and focus groups. These committees provide valuable input that is used to promote school improvement. Parents are also asked to complete climate surveys to provide more feedback/suggestions on how they view Lakeland Collegiate. School clubs and auxiliaries are visible within the community. They work with and/or contribute community service and donations to the March of Dimes, The Salvation Army, and Girls Inc. to name a few.

**Form 1: Public School Charter
Renewal Document
Certification Statement**

Charter School Name: Polk State College Collegiate High School

School Address: 3425 Winter Lake Road Lakeland 33803
Street Address City Zip

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school’s Governing Board; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

****THIS DOCUMENT WILL BE SIGNED AT THE NOVEMBER 25TH BOARD MEETING FOR POLK STATE COLLEGE**

 Signature of Chair of Governing Board (or designated signatory authority) Date

Print/Type Name: _____

Title (if designated): _____

Date of approval by Governing Board: _____

Year School Opened	2004
Current Enrollment	273
Charter Maximum Enrollment*	275
Current Grades Served	11 th and 12 th
Charter Grade Span*	11 th and 12 th
District(s) Served	Polk County School District
*Maximum enrollment, grade span, and district for which the school is chartered.	

FORM 2

Form 2: Special Needs Student Enrollment

List the number of special education students, number of students receiving services under Section 504 of the Rehabilitation Act (Section 504), and number of students identified as English Language Learners (ELL) as of the October 1 SIMS submission for each year it is available for the current charter term. You may add to the chart if additional years are needed.

Student Enrollment				
School Year	Special Education	Section 504	English Language Learners	Total School Enrollment
2007-08	3	2	3	174
2008-09	2	3	10	223
2009-10	4	3	14	217
2010-11	1	2	10	221
2011-12	3	3	6	225
2012-13	4	4	14	275

FORM 3

Form 3: Special Needs Staffing

List the titles, duties, and hours worked per week of all full-time and part-time school staff assigned to meet the needs of students with special needs.

Title	Duties	Hours Per Week
Contracted LEA	Facilitate IEP re-evaluations, updates, and initial staffings.	As needed
School Counselor	Assist with the facilitation of IEP's, assist instructors with the implementation of the IEP's.	As needed
Instructors/Professors	Instruct the students in the content area while providing for and adhering to the accommodations that have been deemed necessary in the IEP process.	As needed

FORM 4

Form 4: External Assessments

List all external assessments (other than FCAT) that the school has used during the current charter period, including the name of the external assessment, applicable grades, and dates implemented and discontinued (if applicable).

Assessment Name	Grades Assessed	Date Implemented	Date Discontinued
American College Test (ACT)	11-12	2008	Still use
Scholastic Aptitude Test (SAT)	11-12	2008	Still use
College Placement Test (CPT)	11-12	2008	2012
Postsecondary Education Readiness Test (PERT)	11-12	2012	Still use
ACT Plan	11	2010	Still use
PSAT	11	2008	Still use
Florida Assessment for Instruction in Reading (FAIR)	11-12	2008	Still use

Form 6: Staffing and Staff Turnover

List the following information for each year of the current charter period: number of administrators, teachers, and other staff (actual number and FTEs); and number of departures of administrators, teachers and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

School Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Administrators						
Number and FTEs	2/2	2/2	2/2	2/2	2/2	2/2
Departures during school year	0	0	0	0	0	0
Departures at end of school year	0	0	0	1	0	0
Teachers						
Number and FTEs	5/5	5/5	5/5	5/5	5/5	7/7
Departures during school year	0	0	0	0	0	0
Departures at end of school year	0	2	0	0	0	0
Other Staff						
Number and FTEs	3/2.5	4/3.5	4/4	4/4	4/4	5/5
Departures during school year	0	0	0	0	0	1
Departures at end of school year	1	1	1	0	1	0

**Explanation for Administrator and Teacher departures:

2008-2009 – One teacher did not pass recertification test; One teacher moved to a different dept. within the college.

2010-2011 – Contract was not renewed for Assistant Director

FORM 7

**Guidelines for a Renewal of a Public School Charter
Form 7: School Governing Board Membership
Organizational Chart**

Name of Charter School: Polk State Lakeland Collegiate High Schools
 Form Completed By: Sallie Brisbane
 Date Form Completed: October 28, 2013

Name of Board Member	Preferred method of contact (indicate Home or Work) Address, Telephone and Fax Numbers, and E-mail	Date Term Expires	Position Held (Chair, Secretary, etc.)	Voting or Non-Voting or other restrictions (if any)	Committee Assignment(s) (if any)
Mr. Dan Dorrell	ddorrell@earthlink.net	5/2014	Vice-Chair	Voting	
Mr. Ricardo Garcia	Rg122260@aol.com	5/2017	Member	Voting	
Dr. Eileen Holden	eholden@polk.edu	N/A	Secretary	Non-Voting	
Mr. Greg Littleton	Greg.littleton@citizens-bank.com	5/2015	Member	Voting	
Ms. Teresa V. Martinez	Spancom1@aol.com	Applied for reappointment	Member	Voting	
Ms. Linda Pilkington	Linda.pilkington2@hma.com	5/2015	Chair	Voting	
Mr. Mark G. Turner, Attorney	mturner@straughnturner.com	5/2017	Member	Voting	
Mr. Don Wilson, Attorney	dhw@bosdun.com	N/A	College Attorney	Non-Voting	

**Guidelines for a Renewal of a Public School Charter
Form 8: School Accountability Report**

Name of Charter School: Polk State Collegiate Charter High School

Grade Level(s) Served: 11 and 12

(List the following information for each year of the current charter term.)

You selected:

District:

POLK

Years:

School

Grades:

Report Type: School

Grades

School Name										
School Year	Grade	% Meeting High Standards in Reading (% of Graduates Earning PERT Reading Cut Score)	% Meeting High Standards in Math (% of Graduates Earning PERT Math Cut Score)	% Meeting High Standards in Writing (Not Applicable)	% Meeting High Standards in Science (% passing FCAT Science)	% Making Learning Gains in Reading (Not Applicable)	% Making Learning Gains in Math (Not Applicable)	% of Lowest 25% Making Learning Gains in Reading (Not Applicable)	% of Lowest 25% Making Learning Gains in Math (Not Applicable)	Percent Tested
2012-13	NA	95%	93%		NA					
2011-12	NA	93%	94%		NA					
2010-11	NA	97%	86%		74%					
2009-10	NA	100%	96%		69%					
2008-09	NA	100%	99%		49%					
2007-08	NA	100%	100%		68%					

**Guidelines for a Renewal of a Public School Charter
Form 9: School AYP Report for Reading**

Name of Charter School: Polk State Collegiate Charter High School

Grade Level(s) Served: 11 and 12

(List the following information for each year of the current charter term.)

School Year	Reading: % Tested in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
2012-2013	NA								
2011-2012	NA								
2010-2011	NA								
2009-2010	NA								
2008-2009	NA								
2007-2008	NA								

CHS enrolls only juniors and seniors. During the term of the current charter contract, the school administered FCAT reading retakes to students who had not passed or had never taken the test.

School Year	Reading: % Scoring at or above Grade Level in Reading (Passed the Test)								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
2012-2013	90%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2011-2012	89%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2010-2011	93%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2009-2010	100%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2008-2009	86%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2007-2008	92%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

**Guidelines for a Renewal of a Public School Charter
Form 9: School AYP Report for Reading**

Name of Charter School: Polk State Collegiate Charter High School

Grade Level(s) Served: 11 and 12

(List the following information for each year of the current charter term.)

School Year	Reading: % of Students Below Grade Level in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
2012-2013	10%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2011-2012	11%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2010-2011	7%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2009-2010	0%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2008-2009	14%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2007-2008	8%	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

School Year	Reading: % of Students on Track to be Proficient in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
	NA								
	NA								
	NA								
	NA								
	NA								

From 2007-2008 through 2012-2013, all seniors (100%) enrolled at CHS at the end of their senior year met the FCAT reading and math proficiency requirement.

**Guidelines for a Renewal of a Public School Charter
Form 9: School AYP Report for Math**

Name of Charter School: Polk State Collegiate Charter High School

Grade Level(s) Served: 11 and 12

(List the following information for each year of the current charter term.)

School Year	Math: % Tested in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
2012-13	NA								
2011-12	NA								
2010-11	NA								
2009-10	NA								
2008-09	NA								
2007-08	NA								

School Year	Math: % Scoring at or above Grade Level in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
2012-13	100	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2011-12	100	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2010-11	100	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2009-10	100	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2008-09	100	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
2007-08	100	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

**Guidelines for a Renewal of a Public School Charter
Form 9: School AYP Report for Math**

Name of Charter School: Polk State Collegiate Charter High School

Grade Level(s) Served: 11 and 12

(List the following information for each year of the current charter term.)

School Year	Math: % of Students Below Grade Level in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
2012-13	0%								
2011-12	0%								
2010-11	0%								
2009-10	0%								
2008-09	0%								
2007-08	0%								

School Year	Math: % of Students on Track to be Proficient in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
	NA								
	NA								
	NA								
	NA								
	NA								

**Guidelines for a Renewal of a Public School Charter
Form 9: School AYP Report for Writing & Graduation Rate**

Name of Charter School: Polk State Collegiate Charter High School

Grade Level(s) Served: 11 and 12

(List the following information for each year of the current charter term.)

School Year	Writing: Improved Performance by 1% in Writing								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
	N/A								
	N/A								
	N/A								
	N/A								
	N/A								

School Year	Graduation: Increased Graduation Rate by 1%								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
2010-11	97.4	97.5	100.0	94.4	#	N/A	100.0	#	#
2009-10	96.9	97.8	95.2	92.3	#	#	96.7	#	#
2008-09	98.8	100.0	91.7	100.0	100.0		100.0	100.0	50.0
2007-08	97.6	96.8	100.0	100.0	100.0		91.7	100.0	100.00

Numbers taken from the NCLB Graduation Rate for 2007-2008 and 2008-2009; Numbers taken from Federal Uniform Graduation Rate for 2009-2010 and 2010-2011 (Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.)

Attachment 1, Performance by Subgroups

Attachment 1/Table 1 lists total CHS graduates (2008-2013) by AYP subgroup and also lists the number and percentage of each subgroup meeting the CPT/PERT math cut score by graduation. This table supports information provided in Section 1.7 (Student Longitudinal Growth). Table is referenced on page 4.

Attachment 1/Table 1: Number and Percentage of Graduates by Subgroup Earning Math Cut Score by Graduation (Source: Polk State College Genesis)

Subgroup	White		Black		Hispanic		Other		LEP		ESE		FRL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008														
# and % Grads Earning Math Score	57	93%	12	92%	2	67%	3	100%	2	100%	0	0%	10	100%
Total Graduates in Subgroup	61		13		3		3		2		0		10	
2009														
# and % Grads Earning Math Score	63	93%	11	100%	6	100%	2	100%	1	100%	0	0%	19	90%
Total Graduates in Subgroup	68		11		6		2		1		0		21	
2010														
# and % Grads Earning Math Score	72	87%	16	76%	16	94%	6	86%	11	92%	0	0%	13	81%
Total Graduates in Subgroup	83		21		17		7		12		2		16	
2011														
# and % Grads Earning Math Score	72	96%	10	91%	19	100%	7	100%	10	100%	0	0%	15	94%
Total Graduates in Subgroup	75		11		19		7		10		0		16	
2012														
# and % Grads Earning Math Score	77	100%	12	100%	8	89%	7	100%	4	80%	1	100%	18	100%
Total Graduates in Subgroup	77		12		9		7		5		1		18	
2013														
# and % Grads Earning Math Score	65	100%	19	100%	21	100%	14	100%	9	100%	3	100%	21	100%
Total Graduates in Subgroup	65		19		21		14		9		3		21	
TOTAL (2008-2013)														
# and % Grads Earning Math Score	406	95%	80	92%	72	96%	39	98%	37	95%	4	66%	96	94%
Total Graduates in Subgroup	429		87		75		40		39		6		102	

Attachment 1/Table 2 lists total graduates by AYP subgroup and also lists the number and percentage of each subgroup meeting the CPT/PERT reading cut score by graduation. This table supports information provided in Section 1.8 (Criterion-Referenced Longitudinal Growth). Table is referenced on page 5.

Attachment 1/Table 2: Number and Percentage of Graduates by Subgroup Earning Reading Cut Score by Graduation (Source: Polk State College Genesis)

Subgroup	White		Black		Hispanic		Other		LEP		ESE		FRL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008														
# and % Grads Earning Reading Score	60	98%	10	77%	3	100%	3	100%	2	100%	0	0%	10	100%
Total Graduates in Subgroup	61		13		3		3		2		0		10	
2009														
# and % Grads Earning Reading Score	66	97%	9	82%	6	100%	0	0%	1	100%	0	0%	19	90%
Total Graduates in Subgroup	68		11		6		2		1		0		21	
2010														
# and % Grads Earning Reading Score	81	98%	19	90%	17	100%	7	100%	12	100%	1	50%	13	81%
Total Graduates in Subgroup	83		21		17		7		12		2		16	
2011														
# and % Grads Earning Reading Score	75	100%	11	100%	19	100%	7	100%	10	100%	0	0%	16	100%

Attachment 1/Table 2: Number and Percentage of Graduates by Subgroup Earning Reading Cut Score by Graduation (Source: Polk State College Genesis)

Subgroup	White		Black		Hispanic		Other		LEP		ESE		FRL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Graduates in Subgroup	75		11		19		7		10		0		16	
2012														
# and % Grads Earning Reading Score	77	100%	12	100%	9	100%	7	100%	5	100%	1	100%	18	100%
Total Graduates in Subgroup	77		12		9		7		5		1		18	
2013														
# and % Grads Earning Reading Score	65	100%	19	100%	21	100%	14	100%	9	100%	3	100%	21	100%
Total Graduates in Subgroup	65		19		21		14		9		3		21	
TOTAL (2008-2013)														
# and % Grads Earning Reading Score	424	99%	76	87%	75	100%	38	95%	39	100%	5	83%	97	95%
Total Graduates in Subgroup	429		87		75		40		39		6		102	

Attachment 1/Tables 3 through 5, below list the total number of pre-collegiate and college-ready graduates and the number and percentage by subgroup that met the three indicators of progress. This table supports information provided in Section 1.9 (Postsecondary Access and Opportunity). Tables are referenced on page 7.

Attachment 1/Table 3: Number and Percentage of College Ready (CR) Graduates that Earned 45 or More College Credits (Source: Polk State College Genesis)

Subgroup	White		Black		Hispanic		Other		LEP		ESE		FRL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008														
# and % CR Grads Meeting Indicator	8	36%	0	0%	1	100%	1	100%	1	100%	0	0%	1	50%
Total CR Grads in Subgroup	22		2		1		1		1		0		2	
2009														
# and % CR Grads Meeting Indicator	14	52%	0	0%	0	0%	0	0%	0	0%	0	0%	3	43%
Total CR Grads in Subgroup	27		1		2		0		0		0		7	
2010														
# and % CR Grads Meeting Indicator	25	68%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
Total CR Grads in Subgroup	37		2		2		0		1		0		0	
2011														
# and % CR Grads Meeting Indicator	25	63%	1	25%	6	55%	0	0%	3	75%	0	0%	5	56%
Total CR Grads in Subgroup	40		4		11		2		4		0		9	
2012														
# and % CR Grads Meeting Indicator	35	73%	4	80%	1	33%	2	67%	1	33%	0	0%	2	22%
Total CR Grads in Subgroup	48		5		3		3		3		0		9	
2013														
# and % CR Grads Meeting Indicator	27	79%	8	80%	9	90%	6	66%	5	71%	0	0%	7	70%
Total CR Grads in Subgroup	34		10		10		9		7		0		10	
TOTAL (2008-2013)														
# and % CR Grads Meeting Indicator	134	64%	13	54%	17	59%	9	60%	11	69%	0	0%	18	49%
Total College Ready Graduates	208		24		29		15		16		0		37	

Attachment 1/Table 4: Number and Percentage of College Ready (CR) Graduates that Earned an AA (Source: Polk State College Genesis)

Subgroup	White		Black		Hispanic		Other		LEP		ESE		FRL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008														
# and % CR Grads Meeting Indicator	7	32%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
Total CR Grads in Subgroup	22		2		1		1		1		0		2	
2009														
# and % CR Grads Meeting Indicator	6	22%	0	0%	0	0%	0	0%	0	0%	0	0%	3	43%
Total CR Grads in Subgroup	27		1		2		0		0		0		7	
2010														
# and % CR Grads Meeting Indicator	13	35%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total CR Grads in Subgroup	37		2		2		0		1		0		0	
2011														
# and % CR Grads Meeting Indicator	15	38%	0	0%	3	27%	0	0%	1	25%	0	0%	2	22%
Total CR Grads in Subgroup	40		4		11		2		4		0		9	
2012														
# and % CR Grads Meeting Indicator	22	36%	3	60%	1	50%	1	33%	1	33%	0	0%	3	33%
Total CR Grads in Subgroup	49		5		2		3		3		0		9	
2013														
# and % CR Grads Meeting Indicator	18	53%	6	60%	7	70%	6	66%	4	57%	0	0%	7	70%
Total CR Grads in Subgroup	34		10		10		9		7		0		10	
TOTAL (2008-2013)														
# and % CR Grads Meeting Indicator	81	39%	9	38%	11	39%	8	53%	6	38%	0	0%	15	41%
Total College Ready Graduates	209		24		28		15		16		%		37	

Attachment 1/Table 5: Number and Percentage of Pre-Collegiate (PC) Graduates that Earned 30 or More Credits (Source: Polk State College Genesis)

Subgroup	White		Black		Hispanic		Other		LEP		ESE		FRL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008														
# and % PC Grads Meeting Indicator	19	49%	6	55%	1	50%	0	0%	0	0%	0	0%	5	63%
Total PC Grads in Subgroup	39		11		2		2		1		0		8	
2009														
# and % PC Grads Meeting Indicator	24	59%	6	60%	1	33%	1	33%	1	100%	0	0%	4	29%
Total PC Grads in Subgroup	41		10		3		3		1		0		14	
2010														
# and % PC Grads Meeting Indicator	39	80%	9	50%	8	62%	0	0%	6	60%	0	0%	9	56%
Total PC Grads in Subgroup	49		18		13		6		10		2		16	
2011														
# and % PC Grads Meeting Indicator	25	71%	6	86%	7	88%	5	100%	3	50%	0	0%	3	43%
Total PC Grads in Subgroup	35		7		8		5		6		0		7	
2012														
# and % PC Grads Meeting Indicator	24	83%	7	100%	5	83%	3	75%	1	50%	1	100%	6	67%
Total PC Grads in Subgroup	29		7		6		4		2		1		9	
2013														
# and % PC Grads Meeting Indicator	27	87%	8	89%	10	91%	5	100%	1	50%	1	33%	9	82%
Total PC Grads in Subgroup	31		9		11		5		2		3		11	
TOTAL (2008-2013)														
# and % PC Grads Meeting Indicator	159	71%	42	68%	32	43%	14	56%	12	55%	2	33%	36	55%

Attachment 1/Table 5: Number and Percentage of Pre-Collegiate (PC) Graduates that Earned 30 or More Credits (Source: Polk State College Genesis)

Subgroup	White		Black		Hispanic		Other		LEP		ESE		FRL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total PC Graduates	224		62		74		25		22		6		65	

Attachment 1/Table 6 lists the number and percentage of each AYP subgroup that met the attendance expectation. This table supports information provided in Section II.1 (Student Attendance). Table is referenced on page 11.

Attachment 1/Table 6: Number of Juniors and Seniors by Subgroup with 5 or Fewer Unexcused Absences (Source: Pinnacle)

Year	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
Juniors												
White Juniors Meeting Attendance Expectation	34	53%	67	73%	34	85%	33	65%	55	92%	52	80%
White Juniors in Class	64		92		40		51		60		65	
Black Juniors Meeting Attendance Expectation	10	71%	13	81%	23	85%	19	83%	23	92%	28	87%
Black Juniors in Class	14		16		27		23		25		32	
Hispanic Juniors Meeting Attendance Expectation	5	83%	16	84%	14	78%	19	76%	24	92%	31	86%
Hispanic Juniors in Class	6		19		18		25		26		36	
Other Juniors Meeting Attendance Expectation	3	100%	1	50%	4	80%	5	63%	7	88%	10	83%
Other Juniors in Class	3		2		5		8		8		12	
ELL Juniors Meeting Attendance Expectation	1	100%	3	33%	4	67%	2	66%	3	50%	2	100%
ELL Juniors in Class	1		9		6		3		6		2	
ESE Juniors Meeting Attendance Expectation	11	73%	8	73%	7	78%	4	80%	5	71%	5	83%
ESE Juniors in Class	15		11		9		5		7		6	
FRL Juniors Meeting Attendance Expectation	14	82%	16	84%	13	87%	12	63%	18	95%	26	93%
FRL Juniors in Class	17		19		15		19		19		28	
Seniors	#	%	#	%	#	%	#	%	#	%	#	%
White Seniors Meeting Attendance Expectation	33	51%	49	82%	60	80%	57	89%	45	88%	50	93%
White Seniors in Class	65		60		75		64		51		54	
Black Seniors Meeting Attendance Expectation	8	57%	10	77%	16	80%	16	88%	16	67%	23	92%
Black Seniors in Class	14		13		20		18		24		25	
Hispanic Seniors Meeting Attendance Expectation	2	50%	12	86%	20	80%	20	91%	16	73%	28	93%
Hispanic Seniors in Class	4		14		25		22		22		30	
Other Seniors Meeting Attendance Expectation	1	33%	1	50%	3	60%	5	63%	6	75%	9	90%
Other Seniors in Class	3		2		5		8		8		10	
ELL Seniors Meeting Attendance Expectation	1	100%	1	100%	4	50%	3	43%	2	66%	0	0%
ELL Seniors in Class	1		1		8		7		3		0	
ESE Seniors Meeting Attendance Expectation	3	75%	1	25%	4	67%	7	78%	9	90%	8	80%
ESE Seniors in Class	4		4		6		9		10		10	
FRL Seniors Meeting Attendance Expectation	7	78%	8	53%	13	76%	10	56%	17	100%	15	79%
FRL Seniors in Class	9		15		17		18		17		19	

Attachment 1/Table 7 lists total enrollment by school year and AYP subgroup and the number and percentage of each subgroup that withdrew during the year or prior to the beginning of the following year. This table supports information provided in Section VI.1 (Satisfied Students and Parents). This table is referenced on page 20.

Attachment 1/Table 7: Withdrawals by AYP Subgroups (Source: Genesis Report #DEM009)																		
Year	2007-08			2008-09			2009-10			2010-11			2011-12			2012-13		
	Withdrawals			Withdrawals			Withdrawals			Withdrawals			Withdrawals					
	#		#	#		%	#		%	#		%	#		%	#		%
White	*	4	*	110	6	5%	14	4	3%	15	6	4%	14	2	1%	15	9	6%
Black	*	4	*	28	3	11%	31	0	0%	25	2	8%	31	0	0%	48	1	2%
Hispanic	*	2	*	20	1	5%	30	1	3%	29	0	0%	31	0	0%	47	1	2%
Other	*		*	65*	0	0%	12	0	0%	14	0	0%	18	0	0%	21	2	10%
ELL	0			1	1	100%	4	0	0%	4	0	0%	1	0	0%	2	0	0%
ESE	3	1	33%	4	2	50%	3	0	0%	1	1	100%	3	1	33%	5	1	20%
FRL	27	2	7%	37	3	8%	28	1	4%	36	2	6%	36	0	0%	57	4	7%
Total	17	10	6%	223	10	4%	21	5	2%	22	8	4%	22	2	<1%	27	13	5%

* Unavailable in Student Membership Tally Report for October 2007

**Includes 55 students with a "no race data available" code

**POLK STATE
LAKELAND COLLEGIATE HIGH SCHOOL**

**SCHOOL CLIMATE
SURVEY
2013**

An external evaluator from Smart Teams created this report, summarizing the responses of Polk State Lakeland Collegiate High School's stakeholders on the school's 2013 climate survey. The report provides an overall summary of survey results as well as an examination of responses by survey category.

Part 1

The Polk State Lakeland Collegiate High School Climate Survey was administered to parents, students, and staff members in the spring of 2013. The number of participants in each category included:

- 78 parents
- 45 students from the senior class
- 92 students from the junior class
- 9 staff members

Survey items are organized around seven categories or correlates associated with characteristics that are evident in highly effective schools. Categories include:

- Correlate 1/Safe and Orderly Environment
- Correlate 2/High Expectations
- Correlate 3/Instructional Leadership
- Correlate 4/Clear School Mission
- Correlate 5/Opportunity to Learn
- Correlate 6/Frequent Monitoring of Student Progress
- Correlate 7/Home-School Community Relationship

The survey template lists 24 statements about the school. For each survey item, the respondent is asked to indicate whether he or she strongly disagrees (1), disagrees (2), agrees (3), or strongly agrees (4).

Part 2 (page 3) of this report, provides a summary of responses by correlate for each stakeholder group. Selected overall observations for all respondents are as listed below:

- A total of 224 stakeholder representatives participated in the survey process.
- The overall responses by group are:
 - Students 3.30
 - Parents 3.41
 - Staff 3.72
- Both parents (3.51) and students (3.47) gave the highest rating to "Clear School Mission." Staff gave the highest rating (3.93) to "Opportunity to Learn."
- Parents gave the lowest rating (3.22) to "Frequent Monitoring of Student Progress." Both students (3.05) and staff (3.59) gave the lowest rating to "Instructional Leadership."
- The mean or average scores for students and parents are 3.00 or higher for all survey categories or correlates. The Collegiate High School thus meets the requirements of one of its charter goals, which has two indicators:
 - *The average response of parents will be **3.0 or higher** (on a scale of 1 - 4) on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.*
 - *The average response of students will be **3.0 or higher** (on a scale of 1 - 4) on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.*

Part 2

The columns in **Table 1** list the seven survey correlates. The rows list mean responses of stakeholder groups on the items included in each correlate. Additionally, the bottom row of the table lists the average or mean rating for each correlate, and the final column to the right lists the average or mean score for the stakeholder group. The bold mean score in each row is the highest reported for the group.

Group	Correlate 1	Correlate 2	Correlate 3	Correlate 4	Correlate 5	Correlate 6	Correlate 7	Overall
Parents	3.42	3.50	3.33	3.51	3.43	3.22	3.39	3.41
All Students	3.34	3.45	3.05	3.47	3.37	3.10	3.28	3.30
Seniors	3.33	3.43	3.16	3.45	3.33	3.16	3.31	3.31
Juniors	3.35	3.45	2.99	3.48	3.39	3.07	3.26	3.29
Staff	3.62	3.74	3.59	3.89	3.93	3.74	3.61	3.72
Overall	3.46	3.56	3.32	3.62	3.58	3.35	3.43	3.48

Three survey items, that are included in the scores listed in **Table 1**, are tied to two issues deemed to be significant enough in importance to also be reported independently:

- Bullying
- Overall satisfaction with the school

The mean responses of stakeholder groups for each of these individual items are listed in **Table 2**.

Group	Bullying (Question 4)	Bullying (Question 5)	Overall Satisfaction (Question 24)
Parents	3.40	3.37	3.50
Students	3.33	3.32	3.50
Senior	3.36	3.36	3.44
Junior	3.31	3.30	3.50
Staff	3.78	3.78	3.33
Overall	3.50	3.49	3.44

Individual responses by each stakeholder group for each of the 24 survey items are listed in **Tables 3 through 6**, beginning on page 4.

Table 3: CHS Parent Survey Responses Spring 2013 (78 Respondents)

Climate Indicator	Strongly Agree	Agree	Strongly Disagree	Disagree
Students feel safe while at the collegiate high school.	35	43	0	0
The rules at the collegiate high school are strictly enforced.	26	49	0	3
The collegiate high school facility is clean and well kept.	44	34	0	0
Students know what to do and whom to notify at the collegiate high school if they see bullying taking place.	34	42	1	1
Students know what to do and whom to notify at the collegiate high school if they are victims of bullying.	34	41	2	1
Correlate #1	173	209	3	5
The staff at the collegiate high school believes that all students can learn and achieve.	39	36	1	2
Teacher behaviors at the collegiate high school show that they believe that students can achieve on a high level.	42	33	0	3
The collegiate high school expects students to be accountable for their learning.	45	32	1	0
Correlate #2	126	101	2	5
The administration at the collegiate high school is visible and involved in student learning.	33	39	3	3
The principal at the collegiate high school provides a good environment for learning.	33	39	4	2
The principal at the collegiate high school makes quality decisions to influence student learning.	37	36	1	4
Correlate #3	103	114	8	9
I believe the main focus of the collegiate high school is to help its students succeed.	39	38	1	0
The collegiate high school's goals and purpose are clear.	41	37	0	0
The collegiate high school is preparing students for college and future challenges.	42	35	0	1
Correlate #4	122	110	1	1
The collegiate high school provides a variety of programs and subjects.	39	36	0	3
The focus for students at the collegiate high school is academic studies.	42	34	0	2
The instructors at the collegiate high school help students with their studies.	31	43	2	2
Correlate #5	112	113	2	7
Students receive frequent updates on their progress in high school courses at the college high school.	27	43	2	6
The instructors are quick to help and assist when students struggle with coursework at the collegiate high school.	21	50	1	6
Students are aware of their progress at the collegiate high school.	28	46	2	2
Correlate #6	76	139	5	14
Parents are encouraged to provide input and information to improve the collegiate high school.	30	41	2	5
Parents are welcome to visit the collegiate high school.	37	39	2	0
Opportunity to participate in community activities is provided to collegiate high school students.	34	42	2	0
I am satisfied with the education that I or my child receives from the collegiate high school.	40	37	0	1
Correlate #7	141	159	6	6

Table 4: Staff Survey Responses 2013 (9 Respondents)

Climate Indicator	Strongly Agree	Agree	Strongly Disagree	Disagree
Students feel safe while at the collegiate high school.	6	3	0	0
The rules at the collegiate high school are strictly enforced.	3	6	0	0
The collegiate high school facility is clean and well kept.	5	4	0	0
Students know what to do and whom to notify at the collegiate high school if they see bullying taking place.	7	2	0	0
Students know what to do and whom to notify at the collegiate high school if they are victims of bullying.	7	2	0	0
Correlate #1	28	17	0	0
The staff at the collegiate high school believes that all students can learn and achieve.	7	2	0	0
Teacher behaviors at the collegiate high school show that they believe that students can achieve on a high level.	7	2	0	0
The collegiate high school expects students to be accountable for their learning.	6	3	0	0
Correlate #2	20	7	0	0
The administration at the collegiate high school is visible and involved in student learning.	4	5	0	0
The principal at the collegiate high school provides a good environment for learning.	6	3	0	0
The principal at the collegiate high school makes quality decisions to influence student learning.	6	3	0	0
Correlate #3	16	11	0	0
I believe the main focus of the collegiate high school is to help its students succeed.	6	3	0	0
The collegiate high school's goals and purpose are clear.	9	0	0	0
The collegiate high school is preparing students for college and future challenges.	9	0	0	0
Correlate #4	24	3	0	0
The collegiate high school provides a variety of programs and subjects.	7	2	0	0
The focus for students at the collegiate high school is academic studies.	9	0	0	0
The instructors at the collegiate high school help students with their studies.	9	0	0	0
Correlate #5	25	2	0	0
Students receive frequent updates on their progress in high school courses at the college high school.	5	4	0	0
The instructors are quick to help and assist when students struggle with coursework at the collegiate high school.	9	0	0	0
Students are aware of their progress at the collegiate high school.	6	3	0	0
Correlate #6	20	7	0	0
Parents are encouraged to provide input and information to improve the collegiate high school.	6	3	0	0
Parents are welcome to visit the collegiate high school.	7	2	0	0
Opportunity to participate in community activities is provided to collegiate high school students.	6	3	0	0
I am satisfied with the education that I or my child receives from the collegiate high school.	3	6	0	0
Correlate #7	22	14	0	0

Table 5: Junior Survey Responses 2013 (92 Respondents)

Climate Indicator	Strongly Agree	Agree	Strongly Disagree	Disagree
Students feel safe while at the collegiate high school.	42	49	0	1
The rules at the collegiate high school are strictly enforced.	22	62	0	8
The collegiate high school facility is clean and well kept.	47	45	0	0
Students know what to do and whom to notify at the collegiate high school if they see bullying taking place.	34	54	1	3
Students know what to do and whom to notify at the collegiate high school if they are victims of bullying.	34	53	1	4
Correlate #1	179	263	2	16
The staff at the collegiate high school believes that all students can learn and achieve.	45	45	0	2
Teacher behaviors at the collegiate high school show that they believe that students can achieve on a high level.	43	46	0	3
The collegiate high school expects students to be accountable for their learning.	42	50	0	0
Correlate #2	130	141	0	5
The administration at the collegiate high school is visible and involved in student learning.	17	59	8	8
The principal at the collegiate high school provides a good environment for learning.	17	65	3	7
The principal at the collegiate high school makes quality decisions to influence student learning.	18	59	2	13
Correlate #3	52	183	13	28
I believe the main focus of the collegiate high school is to help its students succeed.	39	52	0	1
The collegiate high school's goals and purpose are clear.	46	44	0	1
The collegiate high school is preparing students for college and future challenges.	50	41	0	1
Correlate #4	135	137	0	3
The collegiate high school provides a variety of programs and subjects.	40	45	0	7
The focus for students at the collegiate high school is academic studies.	49	41	0	2
The instructors at the collegiate high school help students with their studies.	35	52	2	3
Correlate #5	124	138	2	12
Students receive frequent updates on their progress in high school courses at the college high school.	17	51	3	21
The instructors are quick to help and assist when students struggle with coursework at the collegiate high school.	27	58	1	6
Students are aware of their progress at the collegiate high school.	22	58	1	11
Correlate #6	66	167	5	38
Parents are encouraged to provide input and information to improve the collegiate high school.	25	52	1	14
Parents are welcome to visit the collegiate high school.	31	56	0	5
Opportunity to participate in community activities is provided to collegiate high school students.	26	57	1	8
I am satisfied with the education that I or my child receives from the collegiate high school.	48	42	0	2
Correlate #7	130	207	2	29

Table 6: Senior Survey Responses 2013 (45 Respondents)

Climate Indicator	Strongly Agree	Agree	Strongly Disagree	Disagree
Students feel safe while at the collegiate high school.	20	25	0	0

The rules at the collegiate high school are strictly enforced.	12	28	1	4
The collegiate high school facility is clean and well kept.	17	27	0	1
Students know what to do and whom to notify at the collegiate high school if they see bullying taking place.	17	27	0	1
Students know what to do and whom to notify at the collegiate high school if they are victims of bullying.	17	27	0	1
Correlate #1	83	134	1	7
The staff at the collegiate high school believes that all students can learn and achieve.	18	25	0	2
Teacher behaviors at the collegiate high school show that they believe that students can achieve on a high level.	22	20	0	3
The collegiate high school expects students to be accountable for their learning.	23	22	0	0
Correlate #2	63	67	0	5
The administration at the collegiate high school is visible and involved in student learning.	13	22	3	7
The principal at the collegiate high school provides a good environment for learning.	15	25	0	5
The principal at the collegiate high school makes quality decisions to influence student learning.	16	24	0	5
Correlate #3	44	71	3	17
I believe the main focus of the collegiate high school is to help its students succeed.	19	25	0	1
The collegiate high school's goals and purpose are clear.	21	23	0	1
The collegiate high school is preparing students for college and future challenges.	23	22	0	0
Correlate #4	63	70	0	2
The collegiate high school provides a variety of programs and subjects.	18	24	0	3
The focus for students at the collegiate high school is academic studies.	18	27	0	0
The instructors at the collegiate high school help students with their studies.	15	26	0	4
Correlate #5	51	77	0	7
Students receive frequent updates on their progress in high school courses at the college high school.	16	19	3	7
The instructors are quick to help and assist when students struggle with coursework at the collegiate high school.	14	28	1	2
Students are aware of their progress at the collegiate high school.	16	24	2	3
Correlate #6	46	71	6	12
Parents are encouraged to provide input and information to improve the collegiate high school.	13	28	1	3
Parents are welcome to visit the collegiate high school.	16	28	0	1
Opportunity to participate in community activities is provided to collegiate high school students.	13	31	0	1
I am satisfied with the education that I or my child receives from the collegiate high school.	21	23	0	1
Correlate #7	63	110	1	6

Introduction

Students at Polk State College (PSC) are expected to act in a responsible manner so as to support and enhance the educational process. PSC has a tradition of excellent conduct by its students, and the degree of responsibility they exhibit is a reflection of the educational atmosphere of the college. Although the vast majority of students will never be affected when acts of unacceptable conduct occur, they must be dealt with in a manner supportive of our educational purpose.

PSC's District Board of Trustees (DBOT) has established rules that define unacceptable conduct, set forth the penalties and disciplinary procedures that apply when violations occur, and describe the due process requirements that will be used. College administration has created PSC Procedures to provide guidance for carrying out these rules.

The "Student Rights and Responsibilities" section of the PSC Student Handbook reflects the rules and procedures as it provides all students with guidelines expected of them. All charter high school students and parents are expected to read and understand this section of the handbook. The handbook states, in part, as listed below.

Student safety is PSC's priority. To ensure safety, the following actions are prohibited on campus, at any College-related activity, or at other locations as may be provided by law. Violation of any Board rules may lead to disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized penalty. The following are some examples of unacceptable conduct:

- *Illegal use or possession of drugs or narcotics*
- *Actions which are disruptive to the normal, orderly and peaceful operation of the College*
- *Possession or consumption of alcoholic beverages in violation of State law and College policy*
- *Cheating or plagiarizing on tests, projects, or assignments*
- *Stealing*
- *Illegal gambling*
- *Use of indecent or abusive language*
- *Unauthorized use of the College name*
- *Lewd or indecent conduct*
- *Violation of local ordinances or of State or Federal law*
- *Hazing*
- *Forgery, alteration, or misuse of documents or records*
- *Furnishing false information with the intent to deceive*
- *Possession and/or use of firearms, fireworks, explosive chemicals, and other lethal weapons*
- *Repeated offenses of a less serious nature*
- *Participation by students in disruptive activities at state institutions of higher learning as defined and prohibited under the provision of Section 877.13, Florida Statutes*

In addition to the DBOT Rules and the PSC Procedures, the charter high schools have created policies to address Florida State Statutes that are specific to K-12 educational programs and schools and which supersede College rules and procedures to the degree specified in the text of the Statutes. This handbook presents these charter high school policies.

PSC Charter high school Policies *(Superseding DBOT Rules and PSC Procedures as specified by Florida Statute)*

HS.1 Teacher and Principal (Director) Control of Students (State Statute 1003.31)

During the time a student is on a school bus or is on the school campus participating in a designated charter high school class or activity, the student is under the control and direction of the principal (director) or his/her designee, the teacher, or other charter high school staff.

(Please note that since school bus transportation is provided through a contract with the Polk County School Board, students riding a school bus are also subject to all PCSB rules and policies while on the bus.)

HS.2 Authority of Teachers (State Statute 1003.32)

Each charter high school director will support the authority of charter high school teachers to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom; and when appropriate and available, place such students in an alternative educational setting.

HS.3 Tobacco Products (State Statute 386.212)

Students age 17 and under are not allowed to be in possession of tobacco products. Students caught in violation of this Statute may be fined \$25.00 by a law enforcement officer.

HS.4 Bullying and Harassment (State Statute 1006.147)

Bullying or harassment of any charter high school student or staff member is prohibited during any charter school related or sponsored program or activity or through the use of data or computer software that is accessed through a charter school computer, computer system or computer network.

“Bullying” means systematically and chronically inflicting physical hurt or psychological distress on one or more students and may involve teasing; social exclusion; threat or intimidation; stalking; physical violence; theft; sexual, religious or racial harassment; public humiliation; or destruction of property. *(Definition related to stalking is found in State Statute 784.048)*

“Harassment” means threatening, insulting, or dehumanizing gesture or the use of data or computer software or written, verbal or physical conduct directed against a charter school student or a staff member. It places a person in reasonable fear of harm or danger to his or her person or damage to his or her property. It has the effect of substantially interfering with a student’s educational performance, opportunity or benefit or has the effect of substantially disrupting the orderly operation of the charter high school.

Bullying and harassment include retaliation against a student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered an act of retaliation.

The charter high schools provide opportunities for students and staff to report incidents of bullying and harassment. A reporting form is found on each of the charter high school websites, accessed through the PSC website at www.polk.edu. This reporting form can be completed and put in the “bully box” located in the main office at each charter high school, or it can be submitted electronically via email to the principal (director) or his/her

designee. The email address is on each website.

A report of bullying or harassment will be investigated by the principal (director) or assistant principal (assistant director). The school counselor will not be involved in the investigation. However, the counselor will be involved in developing a plan of action for the victim if it is determined that bullying or harassment has occurred.

HS.5 Attendance (State Statute 1003.04)

Every charter high school student is expected to attend school. The school will monitor and record attendance in each high school class. A parent may be asked to justify a student's absence. Since attendance has a direct impact on student achievement, poor attendance may result in a low course grade. It may also threaten a student's overall success in the charter high school, and could result in removal from the program.

HS.6 Hazing (State Statute 1006.135)

Hazing is defined in State Statute as follows:

Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a school. Hazing shall include, but is not limited to pressuring or coercing the student into violating state or federal law, any brutality of a physical nature, such as whipping, beating, branding, exposures to the elements, forced consumption of any food, liquor, drug, or other substance, or any forced physical activity which would adversely affect the physical health or safety of the student, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the student.

Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

Charter high school students found to be engaged in hazing will be subject to PSC Rule 4.16.

HS.7 Leaving School Grounds (State Statute 1003.31)

State Statute states that each student is to be under the control and direction of the principal (director) or designee during the time he or she is in school or is otherwise in route to or from school (if on school bus) or is presumed by law to be attending school. For this reason, each charter high school student is to be on the assigned PSC campus from unless a release form is on file in the school's administrative office.

An approved release form allows a student to come to campus outside the designated time in order to accommodate scheduled classes. Once a student exercises the early release and leaves campus on a given day, he or she is expected to remain off campus the remainder of the school day.

A student who must leave campus during the school day and who does not have an early release form on file to address the specific time to be off campus, must sign-out in the school's administrative office.

HS.8 Withdrawal

Every effort will be made to assure student success at either of the charter high schools. However, a student will be withdrawn if remaining at a charter high school puts the student's high school graduation in jeopardy, and/or the student demonstrates an inability to be successful in a college environment.

HS.9 Discipline Appeals (State Statute 1006.09)

If a parent does not agree with the disciplinary action imposed by the director or designee, the parent may appeal as follows:

- The written notice of disciplinary action shall inform the parent of the right to an appeal to be conducted by the director within five days of the notice if requested by the parent.
- If the parent does not request a hearing or appear at a scheduled hearing, it shall be assumed that the parent is in agreement with the disciplinary action imposed.
- The student and parent must attend the hearing and may have one person in attendance at the hearing to represent them. Any witness directly involved in the incident may also be present at the hearing or may submit a written statement with the permission of his or her parent.

POLK STATE COLLEGE LAKELAND COLLEGIATE HIGH SCHOOL

The Polk State College Lakeland Collegiate High School exists for the purpose of educating students in a rigorous academic environment. We are pleased that you have made this academic choice and encourage your participation to the fullest in this educational experience. To assure understanding of policies and procedures regarding conduct, curriculum, and communication, please read the following and indicate your understanding and acceptance.

My signature below indicates that I acknowledge, understand and accept the following:

1. I understand that all Collegiate High School students must take a minimum of four courses (combination of Polk State College and CHS) each term/semester.
2. I understand that the CHS Guidance Counselor creates all academic schedules. Registration and withdrawals for all college courses must be completed through the CHS office by the Guidance Counselor. Students (or parents/guardians) may not drop or add courses at any time.
3. I understand that CHS and college course work is accelerated. In any situation in which a student is at risk of not graduating from high school, earning grades that will adversely affect overall grade point averages (college and high school) or earning a minimal number of college credits, school administration will work with the student and parent/guardian to address performance and, if not successful, create a plan to transition student back to his/her zoned school.
4. I understand that CHS students and parents/guardians have a commitment to helping the school meet its charter goals. This may include but will not be limited to participation in surveys, focus groups, group meetings, college prep courses, ACT/SAT prep activities or course work, etc.
5. I understand that CHS students who are in all college courses may not have classes on Friday. However, seniors will be required to attend mandatory class meetings at least once monthly unless otherwise directed.
6. I understand that CHS students will be enrolled in some college courses and that the depth, breadth, rigor and pace of these courses will be at the college level.
7. I understand that CHS students in college level courses are subject to the same standards, policies, and responsibilities as other college students unless otherwise restricted by federal, state, or local requirements.
8. I understand that curriculum content, evaluation, and selection of appropriate instructional materials are the prerogative of the college instructor and will not differ for dually enrolled CHS students from that presented for traditional college students.
9. I understand that Polk State College is an open campus and that CHS students will be attending classes with non-high school aged students and may encounter students of a variety of ages and backgrounds while on the Polk State College campus.
10. I understand that the appropriate CHS Director, Assistant Director or Guidance Counselor is the first point of contact for student and parents/guardians who wish to discuss academic progress in a course, schedule a conference, or request information about school or classroom activities.
11. I understand that attendance at the beginning of the year orientation is required for all students and their parent(s)/guardians.
12. I understand that attendance of students and their parents at a minimum of (2) C.A.R.E. (Collegians Advocating Responsible Education) team meetings during the academic school year is required.
13. I understand that CHS students must obtain prior approval at least two weeks in advance for trips, vacation, etc. CHS reserves the right to approve/not approve time away from school due to attendance.
14. I understand that CHS students are to treat fellow classmates, faculty, and staff with respect. CHS will enforce a zero tolerance for drugs and students who are found in breach of this mandate will be dismissed from the program.

15. I understand that CHS students must meet with and gain approval from Principal and/or Guidance Counselor prior to enrolling in any Florida Virtual (FLVS) class unless they were already enrolled prior to starting at CHS. FLVS classes may not be taken for courses offered at CHS.
16. I understand that, if selected for admission to CHS, a student must agree to abide by all school policies and procedures, including but not limited to the Polk State College Handbook, Lakeland Collegiate High School Student Handbook and the PCSB Student Progression Plan.
17. I understand that completion of high school graduation requirements does not guarantee completion of an AS or AA degree. To receive an AS or AA degree, a student must meet all program requirements identified in the Polk State College Catalog at the time of the student's initial admission.
18. I understand that each CHS student will be expected to sign and abide by an agreement outlining responsibilities for all instructional materials, textbooks, technology and equipment.
19. I understand that CHS students must attend school regularly and be present for scheduled classes in order to be successful in this rigorous environment. Parents/guardians will provide assistance in any situation for which attendance is an issue.

Print Name of Parent/Guardian	Parent/Guardian Signature	Date
Print Name of Student	Student Signature	Date

Attachment 5, 5-Year Budget

General Fund Revenue					
Projection:	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Projected Enrollment	285	285	285	285	285
Projected UWFTE	285	285	285	285	285
Projected WFTE	288.135	288.135	288.135	288.135	288.135
FEFP	\$1,573,548.00	\$1,589,283.48	\$1,605,176.31	\$1,621,228.08	\$1,637,440.36
Staff/Personnel Expenditures					
Institutional Administrator: CHS Director (.75)	\$86,039.40	\$88,620.58	\$91,279.20	\$94,017.58	\$96,838.10
Teacher Salaries	\$250,561.54	\$258,078.39	\$265,820.74	\$273,795.36	\$282,009.22
Instructional Overloads: Teachers teaching extra sections	\$22,614.17	\$23,292.59	\$23,991.37	\$24,711.11	\$25,452.44
Other Professionals: Assistant Director (1.0), Guidance Counselor (1.0), Instructional Technologist (.5) and College/Career Advisor (.5)	\$225,199.92	\$231,955.92	\$238,914.60	\$246,082.03	\$253,464.50
Other Professional Work	\$17,153.83	\$17,668.44	\$18,198.49	\$18,744.45	\$19,306.78
Career Staff: Administrative Assistant (1.0) and Program Assistant (1.0)	\$63,906.66	\$65,823.86	\$67,798.57	\$69,832.53	\$71,927.51
Career - OT: Overtime for career personnel	\$788.65	\$812.30	\$836.67	\$861.77	\$887.63
OPS Instructor: Adjunct instructors as needed	\$40,390.88	\$41,602.61	\$42,850.69	\$44,136.21	\$45,460.30
Part Time Subs: Substitute teachers	\$3,994.96	\$4,114.81	\$4,238.25	\$4,365.40	\$4,496.36
OPS Career: Part-time clerical	\$11,716.71	\$12,068.21	\$12,430.26	\$12,803.17	\$13,187.26
Social Security	\$38,203.48	\$39,349.58	\$40,530.07	\$41,745.97	\$42,998.35
Medicare	\$9,686.12	\$9,976.70	\$10,276.01	\$10,584.29	\$10,901.81
FRS	\$22,423.07	\$23,095.77	\$23,788.64	\$24,502.30	\$25,237.37
Retire PEORP	\$7,893.58	\$8,130.39	\$8,374.30	\$8,625.53	\$8,884.30
Retire D	\$3,410.07	\$3,512.37	\$3,617.75	\$3,726.28	\$3,838.07
Accrued Annual Leave Exp.	\$(8,731.05)	\$(8,992.98)	\$(9,262.77)	\$(9,540.66)	\$(9,826.88)
Cellular Service: Cell phone service for CHS Director and Assistant Director	\$2,027.04	\$2,087.85	\$2,150.49	\$2,215.00	\$2,281.45
Health Insurance PPO	\$33,620.05	\$34,628.65	\$35,667.51	\$36,737.54	\$37,839.66
Life Insurance	\$2,160.43	\$2,225.24	\$2,292.00	\$2,360.76	\$2,431.58
Dental Insurance	\$2,225.72	\$2,292.49	\$2,361.26	\$2,432.10	\$2,505.06
Disability Insurance	\$1,694.73	\$1,745.57	\$1,797.94	\$1,851.87	\$1,907.43
Health Insurance HMO	\$36,486.72	\$37,581.32	\$38,708.76	\$39,870.02	\$41,066.12
Health Insurance Plan C	\$1,406.26	\$1,448.45	\$1,491.90	\$1,536.66	\$1,582.76
Total Staff/Personnel	\$874,872.93	\$901,119.12	\$928,152.69	\$955,997.27	\$984,677.19

Column	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Non Staff Expenditures					
Travel In-District	\$78.00	\$78.00	\$78.00	\$78.00	\$78.00
Travel Out Of District	\$12,880.00	\$12,880.00	\$12,880.00	\$12,880.00	\$12,880.00
Travel Out Of State	\$395.00	\$395.00	\$395.00	\$395.00	\$395.00
Student Travel	\$809.00	\$809.00	\$809.00	\$809.00	\$809.00
Travel Non-Employee	\$1,736.00	\$1,736.00	\$1,736.00	\$1,736.00	\$1,736.00
Conf. Registration Fees	\$3,124.00	\$3,124.00	\$3,124.00	\$3,124.00	\$3,124.00
Freight & Postage	\$2,728.00	\$2,728.00	\$2,728.00	\$2,728.00	\$2,728.00
Printing	\$2,753.00	\$2,753.00	\$2,753.00	\$2,753.00	\$2,753.00
Rental - Facilities	\$400.00	\$400.00	\$400.00	\$400.00	\$400.00
Rental - Equipment	\$435.00	\$435.00	\$435.00	\$435.00	\$435.00
Administrative Fee to District at 5%	75,916.60	75,916.60	75,916.60	75,916.60	75,916.60
Lease Rentals/Other (Administrative Fee to College)	\$285,000.00	\$285,000.00	\$285,000.00	\$285,000.00	\$285,000.00
Insurance	\$1,898.00	\$1,898.00	\$1,898.00	\$1,898.00	\$1,898.00
Institutional Membership	\$335.00	\$335.00	\$335.00	\$335.00	\$335.00
Contracted Transportation	\$20,927.00	\$20,927.00	\$20,927.00	\$20,927.00	\$20,927.00
Tech Services	\$1,951.00	\$1,951.00	\$1,951.00	\$1,951.00	\$1,951.00
Background	\$461.00	\$461.00	\$461.00	\$461.00	\$461.00
Contracted Services	\$30,600.00	\$30,600.00	\$17,600.00	\$17,600.00	\$17,600.00
Auditing Fees	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00
Other Prof. Fees	\$334.00	\$334.00	\$334.00	\$334.00	\$334.00
Accreditation	\$1,222.00	\$1,222.00	\$1,222.00	\$1,222.00	\$1,222.00
Ed Materials & Supplies	\$3,896.00	\$3,896.00	\$3,896.00	\$3,896.00	\$3,896.00
Office Supplies	\$6,045.00	\$6,045.00	\$6,045.00	\$6,045.00	\$6,045.00
Diplomas & Covers	\$564.00	\$564.00	\$564.00	\$564.00	\$564.00
Testing Supplies	\$5,003.00	\$5,003.00	\$5,003.00	\$5,003.00	\$5,003.00
Ed Software	\$10,665.00	\$10,665.00	\$10,665.00	\$10,665.00	\$10,665.00
Food	\$22,012.00	\$22,012.00	\$22,012.00	\$22,012.00	\$22,012.00
Furniture & Equip < 750	\$660.00	\$660.00	\$660.00	\$660.00	\$660.00
Textbooks	\$135,000.00	\$139,050.00	\$143,221.50	\$147,518.15	\$151,943.69
Total Non-Staff	\$634,827.60	\$638,877.60	\$608,299.10	\$612,595.75	\$617,021.29
TOTAL EXPENDITURES	\$1,509,700.53	\$1,539,996.72	\$1,536,451.79	\$1,568,593.02	\$1,601,698.48
Excess (Deficit) Revenue over Expenditures	\$63,847.47	\$49,286.76	\$68,724.52	\$52,635.06	\$35,741.88
Beginning Fund Balance, July 1	\$123,178.00	\$187,025.47	\$236,312.23	\$305,036.76	\$357,671.82
Excess (Deficit) Revenue over Expenditures June 30	\$187,025.47	\$236,312.23	\$305,036.76	\$357,671.82	\$393,413.70

Polk State Collegiate High School Completed 2013

Tab	Academic goal or practice stated in school's application	Specific Reference in Application	Documented or observed Monitoring Personnel from Office of School Choice who completed this
1	<p>Programs:</p> <ol style="list-style-type: none"> 1) Pre-collegiate Program – technical instruction – leads to a HS diploma 2) Dual enrollment program- combines high school and college level study – leads to a HS diploma and an associate degree 	2. A. page 8	<p>Evident upon high school graduation rate. The school had 5% that graduated with diploma and associate degree. Projected toward 20-30% in upcoming year.</p> <p>At the time of this review the class of 2006 had 84 members, 14 of which earned an AA at the same time.</p> <p>SY 2013 – The class of 2013 had 58 of 119 or 49% of the graduates who earned the AA.</p>
2	<p>Standards:</p> <ol style="list-style-type: none"> 1) <i>Blueprint 2000</i> (Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability.) 2) Sunshine State Standards 		<p>SSS embedded within course curriculum. The Blueprint 2000 goals are also embedded in the curriculum. According to the FCAT graduation standards 100% eligible for graduation.</p> <p>SY 2013 – 527 of 527 or 100% of CHS seniors have met the FCAT requirements in both reading and math during the current charter cycle. Three did with ACT concordant scores.</p>
3	<p>High School Graduation Options: (see pages 8-9)</p>	2. A. pages 8-9	<p>Evident upon review of individual diplomas. Information may be obtained via Genesis, graduation lists, and courses taken leading to graduation.</p> <p>SY 2013 – National Governor's Association and NCLB graduation rates for school years 2007-2008 through 2009-2010 were 97.6%, 98.8% and 96.9%. Federal uniform grad rates for 2009-2010 and 2010-2011 were 96.4% and 97.4%. School calculated rates for 2011-2012 and 2012-2013 were both 100%. All students received standard diplomas.</p>
4	<p>Tentative IT Program of Study (see page 10)</p>	2. A. page 10	<p>IT program fully implemented. Switched some course sequencing with PCC to accommodate.</p> <p>SY 2013 – As of 2012-2013 Digital Multi-Media has replaced IT as a program focus based on both a market study completed by the college and student interest.</p>
5	<p>Tentative Allied Health Program of</p>	2. A. page 11	<p>Fully implemented. FTE sample of student course</p>

	Study (see page 11)		work provided for last spring. Master report reviewed in director's office. SY 2013 – Allied Health continues to be a choice option. Allied Health students are advised to take pre-requisites required by Polk State's Allied Health AS degrees.
6	Other specific course requirements (see page 12)	2. A. page 12	See student samples as evidenced previously. SY 2013 – Students complete high school course requirements through a combination of high school and dual enrollment course work. Student electives are based on interest, career choices and post-secondary plans.
7	Tentative Collegiate High School Program of Study (see page 13)	2. A. page 13	Evidence of implementation as seen with student graduation rates and student enrollment. See Genesis for numeric data. SY 2013 – See response above
8	Dual Enrollment program: 1) Simultaneously enrolled in high school 2) Goal of completing an associate degree 3) Students receive grades and credit for each course	2. A. page 14	Evidence of dual enrollment found in students graduating with high school diplomas and associate degrees simultaneously. See graduation data on Genesis and list of students receiving AA degrees as demonstrated on graduation program found with director. See comment for tab 1. SY 2013 – There have been no changes. The class of 2013 had 58 of 119 or 49% of the graduates who earned the AA.
9	Full range of college courses available in: 1) Communications 2) Humanities 3) English 4) Mathematics 5) Social sciences 6) Natural sciences 7) Fitness/wellness		See course code description catalog made available to students. Samples evident and reviewed in office. Master Schedule also demonstrates presence and enrollment in said classes. SY 2013 – There have been no changes
10	Exploration and specialization opportunities: 1) Dance 2) Art 3) Computer science 4) Music 5) Other		Review of college catalog and school charter has built in student electives that cover these opportunities. Anything in the student catalog is available to them. SY 2013 – There have been no changes
11	High School Courses: 1) Florida State Sunshine Standards 2) Measure success by FCAT,		SSS found within course offerings on campus and within individual teacher plans and syllabi. Samples of plans and syllabi viewed in main office.

	Stanford 9, SAT and ACT results		<p>Additionally, instructor plans and other course related materials found on teachers' lap top hard drives. Evidence of FCAT. Stanford 10 required of all students. Bridgette Fetter handles in main office. School also does CPT required of all. PSAT is also available for juniors. SAT and ACT encouraged of all graduates.</p> <p>SY 2013 – The school uses PERT as a replacement for the CPT. The PLAN is administered to all entering juniors as a predictor for performance on the ACT. The school focuses on ACT/SAT as part of the new charter school evaluation indicators. The school will continue all appropriate state required student assessments.</p>
12	Specialization and Exploration may be any credit course		<p>See course catalog, charter application, and FTE student listings to demonstrate implementation.</p> <p>SY 2013 – There have been no changes</p>
13	One-hour Seminar Course could be added each fall and spring		<p>FTE not collected for this course and not found on reports. However, school has a minimester and during this time in the fall for 2 and a half weeks the students take classes for high school. Learning Resource Center is contracted to provide course work during this time. Full schedules are built during this time. Contracts as evidence located in office. Reviewed at site. Each Junior is required to take a College Success class and is evidenced on student schedules as dual enrollment.</p> <p>SY 2013 The school has implemented a high school Executive Internship course for all incoming juniors. The school continues to require each junior to take College Success.</p>
14	<p>Specialization areas:</p> <ol style="list-style-type: none"> 1) Computer information systems 2) Electronics 3) Graphic arts 4) Performing arts 5) Fine arts 6) Wellness/physical education 7) (Can be used to satisfy some high school credit requirements) 		<p>See student samples from above which demonstrate specialization areas. Also reference catalog.</p> <p>SY 2013 – Each student's program of study is based on 1) prior performance on CPT/PERT or FCAT Reading; prior course grades; individual career goals.</p>
15	Must meet same requirements as other PCC students for A.A. and A.S. degree		<p>Evident within graduation data. See graduation of students with AA or AS degrees. Student college transcripts may also be referenced as evidence of this piece. Average of around 50 credits per child.</p> <p>SY 2013 – The average number of credits earned by 2013 graduates was 54.</p>

16	Counseling aspect through student service specialist (students will be supported and coached through entire program)		Pam Bodwell provides counseling. Evident from sign-up sheets and schedules within individual's office. SY 2013 – CHS employs both a guidance counselor and a college and career advisor to provide counseling. Services provided are evident from sign-up sheets and schedules within the individual's office.
17	Student progress monitored weekly		On college level students' professors are asked to provide weekly reports. School also does quarterly progress reports. SY 2013 – Teachers monitor academic progress and attendance on a weekly basis. Performance issues are brought to and addressed by administration.
18	Pre-collegiate program: 1) Depends on placement scores 2) May enroll in high school only courses 3) May enroll in combination of high school and college courses 4) Individualized program of study leading to standard high school diploma 5) May or may not qualify for dual enrollment 6) May complete college course without degree	2. A. page 15	See references to CPT previously. School also uses Chart Lab. See FTE reports, Genesis, and individual student graduation data for various configurations. LRC and two teachers are contracted for a summer academy to prepare students for the pre-collegiate start of school in the fall. See tab 13. SY 2013 – In 2013 89% of Pre-Collegiate graduates had earned 30 or more college credits while 38% earned an AA degree. All Pre-Collegiate students take both high school and college courses.
19	Counseling program as above.		Pam Bodwell-see above SY 2013 – See number 16 above
20	Technology-Across-the-Curriculum: 1) Uses writing-across-the-curriculum model 2) Technological skills interwoven into classes 3) Natural Sciences: selected projects, quizzes, tests, simulations 4) Algebra and high-level mathematics: graphic calculators 5) Integrated academic seminars: internet research, graded assignments using presentation software 6) Faculty and staff available by e-mail		Evident in teacher plans and student work samples. Project based assignments and differentiated instruction provided to teachers. Every student must use power point. Progress reports are done electronically. On the college side any student who is in a PCC course will have a C (collegiate high school) or D(dual enrollment). SY 2013 – Use of technology across the curriculum is evidenced by use of laptop and desktop computers; ipads and kindles; Novanet; on-line textbook website; and Microsoft office suites. CHS shares one Instructional Technologist with the new Gateway to College High School program. CHS has provided teacher training on Blackboard course sites related to hybrid course work.

21	Teaching Learning Computing Center: TLCC lab and Microsoft Office software available for use.		Evident upon walk through and a college lab on campus. SY 2013 – There have been no changes.
22	College Success: 1) College Success seminars 2) Taught by senior faculty 3) Will help students relate studies to real world 4) Will show interconnectedness of subjects and topics presented.	2. A. page 16	See reference to first two weeks of term. This is a combination of the mini-mester and the College Success class. SY 2013 – All juniors take SLS 1100, Polk State College’s College Success course. All juniors also take Executive Internship, a CHS course designed to help students transition from high school to college.
23	Computer lab: 1) Collegiate High School Academic Remediation and Tutoring Lab (CHART) 2) Housed in space next to staff offices 3) Staffed by professionals all times		Evident upon walk through. TLCC is open from 8am to 9pm and CHART lab, designated specifically for charter, is open from 7am-4pm. SY 2013 – There have been no changes.
24	CHART will house: 1) Study stations 2) Group study areas 3) Video monitors 4) Viewing stations 5) Individual computer stations 6) High quality printers 7) Tutorial resources 8) Support materials		Evident upon walk through of campus. SY 2013 – There have been no changes. CHS has also added a resource room with additional computers that provide Microsoft office and internet access. Additional group study areas are provided in the resource room.
25	Basic services of CHART: 1) Provide students with computer access w/ internet 2) Opportunities for career exploration 3) Space for quiet study 4) Access to educational advisors and tutors 5) Participation in co-curricular activities.		Evident at walk through. Also offers PLATO. SY 2013 – NovaNET has replaced PLATO. However the school anticipates returning to the PLATO program in the 2014-15 academic school year(s).
26	Reading: 1) School will provide parents with reports on student progress in reading 2) Reading integrated into content areas 3) Multiple genres in literature 4) Vocabulary growth (verbal and	2. B. page 17	FCAT and CPT provided to parents. SAT and ACT software in CHART lab with open time. Learning 100 not being utilized. Plato being used in conjunction. In-services provided to teachers and a minimester program for students was implemented focusing on SAT and ACT. Learning 100 was not listed in

	<p>drama presentations, role-playing, and public speaking)</p> <p>5) SAT and ACT preparation software</p> <p>6) Learning 100</p>		<p>the renewal document but was replaced with the Plato program.</p> <p>SY 2013 – FCAT and PERT results are provided to parents. Students enrolled in reading courses receive course grades. SAT/ACT software is available in the Chart Lab. Executive Internship includes instruction in reading. All students take the PLAN during the first month of their junior years. Students who need additional reading instruction as part of a test prep process (SAT/ACT) are enrolled a work shop. Reading is taught across the curriculum.</p>
27	<p>Students below grade level will be:</p> <p>1) Determined by SAT-9 and GATES-McGinnity reading test scores</p> <p>2) Placed in a reading class as an elective.</p>		<p>SAT 9 replaced with SAT 10. Gates-McGinnity reading test done in minimester through Learning Resource Center. Results would be housed with Bridgette Fetter in office.</p> <p>SY 2013 – Student reading performance is assessed through the PERT, PLAN, ACT/SAT and FAIR. Students who have not met the FCAT or PERT reading requirement at the time of admission are scheduled into an Intensive Reading class and remain there until they do so. During the last charter contract cycle 527/527 or 100% of end of year seniors had met the FCAT reading requirement.</p>
28	<p>Students assigned to reading classes will:</p> <p>1) Be evaluated by various tests</p> <p>2) Be placed in small flexible learning groups.</p> <p>3) Utilize Learning 100 program</p>		<p>See previous comments. Plato used over Learning 100. The Plato program has an evaluation whereas the Learning 100 does not.</p> <p>Learning 100 was not listed in the renewal document but was replaced with the Plato program. A student is placed here for 3 reasons: have not achieved college level CPT score, have not passed FCAT, or need remedial help in math. This is evidenced by class rosters and individual student test results. See comments in tab 26 also.</p> <p>SY 2013 – See response in number 27. The school is currently using NovaNET to support reading instruction.</p>
29	<p>Students that are at grade level and have not passed College Placement Tests will be enrolled in fundamental reading course. Course will prepare for Florida CLAST exam</p>	<p>2. B. pages 17-18</p>	<p>See student FTE samples as evidence. Course is noted as Critical Thinking in the course code.</p> <p>SY 2013 - . Students who have not met the FCAT or PERT reading requirement at the time of admission are scheduled into an Intensive Reading class and remain there until they do so.</p>

30	Alternative Assessment: Integrated into regular classroom activities	2. D. page 20	<p>Students are required to use technology through power point presentations and word processing, etc. See also tab 11 for instructor syllabi.</p> <p>SY 2013 – Instructor utilizes a variety of assessment processes including but not limited to: powerpoint, word processing, class presentation, and individual projects, and writing assignments.</p>
31	Project Based Instruction: 1) Hands-on projects integrated throughout the curriculum 2) Assessed through rubrics	2. D. page 21	<p>See references to above. Samples found in individual classrooms specific to lesson assignment.</p> <p>SY 2013 – There have been not changes.</p>
32	Cognitive Flexibility Learning Theory: 1) Used in Information Technology and Allied Health programs 2) Instructors verbalize concept 3) Students assimilate material w/ hands on manipulation 4) Build on concept by applying different representation of content given 5) Students in internships when possible	2. D. page 22	<p>Internships for students at LRMC and USF in the IT department. These opportunities have been expanded to include Badcock and the City of Lakeland. An oversight committee has been developed for allied health and the IT programs to expand the internship programs. Evidence found with instructors that are dedicated to oversee students in these internships.</p> <p>SY 2013 – CHS has incorporated cognitive flexibility across the curriculum. Teachers and students utilize technology in a varied of formats including podcast and virtual courses. Teaching styles incorporate group and individual problem solving activities that demand higher order thinking. For example a teacher may pose a question that requires students to conduct research and then discuss the problem with fellow students and the teacher as part of the process of determining a solution. Students brainstorm and recall prior knowledge. They also research to acquire new knowledge.</p>
33	Multiple Intelligences: 1) Staff will receive training to identify 9 types of intelligences 2) Teachers will work with students to identify each student’s multiple intelligence strengths 3) Students will learn strategies for other areas of intelligence. 4) Students will be taught according to their learning style 5) Teachers will present materials in a variety of formats		<p>Staff training done in the summer during the pre-school planning time. Training was conducted by FDLRS. Lesson plans will demonstrate utilization of techniques in the classroom. Additional evaluation follow up is conducted through FDLRS. In-service points awarded and evident on reports for Genesis.</p> <p>SY 2013 – CHS juniors are given a multiple intelligence survey at the beginning of the year as a part of the Executive Internship class. Instructors then use multiple teaching and learning strategies to address individual learning styles. These include differentiated instruction, project based learning</p>

			and cooperative learning. Additionally, staff training provided in blended learning focuses on delivery of content in a variety of learning modalities. CHS employs an Instructional Technologist to assist teachers with training and to provide resources to enhance different learning styles.
34	<p>Cooperative Learning: Method to structure interactions of students.</p> <ol style="list-style-type: none"> 1) Training for teachers 2) Focuses instruction on student's different strengths and styles and multiple intelligences 	2. D. page 23	<p>Individual teacher lesson plans demonstrate techniques. See previous section for description of evidences.</p> <p>SY 2013 – There have been no changes.</p>
35	<p>Critical and Creative Thinking Skills: Emphasis shifted from content/process orientation to a problem-solving approach. Other learning styles as instruction tools include:</p> <ol style="list-style-type: none"> 1) Learning Modalities 2) Left Brain/Right Brain Styles 3) Social Learning 4) Environmental Learning 5) Emotional Learning 6) Concrete/Abstract Learning 7) Global/Analytic Learning 	2. D. pages 23-24	<p>See previous section for description of evidences.</p> <p>SY 2013 – See response in number 33.</p>
36	<p>Integration of Academic, Occupational and Technical Instruction:</p> <ol style="list-style-type: none"> 1) infused throughout curriculum through course sequences 2) Each student will complete a work-based learning experience prior to graduation 3) Worksite learning – on-site instruction, summer internships, expanded work-based learning activities 	2. D. page 26	<p>Evidence of appropriate course sequencing found in charter application and evidenced in sample FTE student reports. Work based learning experiences documented through internships for IT and Allied Health students. Work site learning addressed through LRMC and IT dept. at USF and other corporations around the county. See tab 32 also. A college and career specialist has also been hired to assist students in these experiences.</p> <p>SY 2013 - Lakeland Collegiate students have the opportunity to engage in real-world practical applications through the following career tracks: Information Technology, Digital Multimedia, and Allied Health. All students take college-level courses that lead toward AA degree, AS degrees and/or industry certifications in their areas of specialty. The teachers also incorporate relevant knowledge and skills for career building into their content-area curriculum. Additionally, Lakeland Collegiate partners with its School Advisory Council and Junior Achievement to provide students opportunities for exposure to real-world work situations through mentors, guest speakers, and worksite visits. Multiple examples of</p>

			integration are provided in the School Improvement Plan.
37	<p>Examples of integration, work-based learning, worksite learning activities include:</p> <ol style="list-style-type: none"> 1) A.S. Degree program – sequenced so that academic courses support skills for occupational and technical classes 2) Business partners, secondary and postsecondary instructors will identify academic, occupational and technical, and workplace competencies to be addressed in the curriculum. 3) PCC Collegiate will be organized by program teams, which will meet weekly and create instructional units 4) Contextual teaching and learning strategies <ul style="list-style-type: none"> • Problem based learning activities • Multiple Contexts for Learning • Cooperative Learning activities • Authentic Assessment • Worksite instruction • Completion of the Junior/Senior Project (research paper completed in Language Arts class re problem specific to student’s anticipated career major. Paper scored by student’s English teacher and by at least one career and technical teacher.) 	2. D. pages 27-28	<p>See references above for AS degree and work based learning and worksite learning activities. Business partners include USF, LRMC, WHH, Polk Works, Mosaic, Publix, Pepperidge Farm, Presidio, Cisco, and Bright house. A project is completed through language arts and the student’s career preference. The current College Success instructor has samples of these projects.</p> <p>SY 2013 - See response to 36</p>
38	<p>Education Technology and Distance Learning:</p> <p>Business and education partners in Polk County using an e-group to coordinate planning of the design of the PCC Collegiate</p> <p>E-group to link instructors, mentors, business partners, students, parents</p> <p>PCC developed college technology blueprint which is updated annually. Technology training is part of that.</p>	2. D. page 29	<p>WAC and CARE are the equivalent of school advisory council where these pieces are implemented and sought for approval. Document of articulation is ongoing with Lisa Harden and site. Document resides with Lisa Harden as a general piece listing PCC Collegiate High School.</p> <p>School is using PAL program to link appropriate groups. The school is also implementing parent internet viewer. Summer staff development also indicates that updates in training are provided on technology.</p>

			SY 2013 – The school uses the PAL system to deliver college courses. NovaNET, a web based content delivery system is used to remediate and provide credit recovery. The Instructional Technologist serves as member of the college Distance Learning Committee and the college technology planning committee to insure that the school is kept current of technology goals. The school advisory committee and the CARE team provide for coordination with community and with parents.
39	<p>Peer tutoring: Student peer tutors will:</p> <ul style="list-style-type: none"> Have 3.0 GPA or higher Be currently enrolled in PCC Learn material Learn how to tutor Learn how to listen and communicate effectively Be employed through Teaching, Learning, Computing Centers (TLCC) 		<p>Students are hired to offer tutoring for other students requiring assistance. Evidence of tutors found by visit to TLCC. Tutors are assigned by subject areas and students scheduled by specific times.</p> <p>SY 2013 – There have been no changes.</p>
40	<p>Mentoring:</p> <p>Junior Achievement (JA)</p> <p>JA Success skills program presented by volunteers for 10 hours over several days using variety of methods.</p>		<p>JA has a list of courses offered district wide where the PCC Collegiate classes are documented and offered.</p> <p>SY 2013 – There have been no changes.</p>
41	<p>Employment Placement Activities:</p> <ol style="list-style-type: none"> 1) Each student will create an “Employment Portfolio” 2) Each student will have a faculty “mentor” from his career dept. 3) Each student will participate in job search workshops 4) Every student will be trained in use of the internet for employment search 5) Every student told about “One Stop Centers of Polk County” 6) Every student provided data from economic development agencies, Workforce Development Board, ERISS, etc. 7) Every student provided a list of Polk Co. business related to Allied Health and Info Tech 8) 8. Mini- “career fair” each fall 	2. D. page 32	<p>Portfolios are done with Polkworks during their Junior year. School also does college and career fair. Mentor is through the IT department. If in allied health, students have a program manager. One Stop Centers of Polk County is done through Polk Works where each child receives a DVD on the cost of living index, etc. Provide the same service as available to a business moving into the community.</p> <p>SY 2013 – The school uses the Executive Internship class as an opportunity to create small group relationships between students and staff. All juniors are enrolled in the Executive Internship class during their first semester at CHS. The relationship between Executive Internship teachers and their students continues once the class is over and extends through the senior year. Additionally both the guidance counselor and the college and career advisor work with students</p>

			both individually and in groups to identify career and post- secondary education goals. They also assist students in creating college applications and in choosing the college best suited to their needs. The annual college and career fair provides students an opportunity to explore their employment and educational options.
42	Employment Opportunities: <ol style="list-style-type: none"> 1) Training component offered by ERISS Corp. 2) Web-based data bank of occupational, wage, training and other data for Polk County 	2. D. page 32	<p>ERISS is a contracted service. This may be done through a different company based on who has contract that year.</p> <p>SY 2013 – CHS uses the Florida Choices a FLDOE web based resource to advise students. Additionally the college resource center provides websites such as polk.edu/Career Launch to assist students with their research.</p>
43	ESE and LEP students: <ol style="list-style-type: none"> 1) IEPS 2) Special services provided on contractual basis 3) Tutoring through TLCC and ESOL classes 4) Special efforts to recruit in NW Lakeland. 	2. E. & F. page 33-34	<p>See Genesis for IEP data and compliance for implementation. Evidence of contract with McKeel for services found with director. School recruits through churches in the community in NW Lakeland and Bartow. Five organized recruitments were done in the churches and eight district-wide. Newspaper and media notice and coverage documents events.</p> <p>SY 2013 – The school no longer uses McKeel for services. ESE and Gifted services are provided by individuals through separate contracts.</p>
44	Assessment in Core Academics: <ol style="list-style-type: none"> 1) In-house diagnostic tests 2) Pre and Post surveys regarding attitudes, etc. 3) High school transcripts 	3. B. page 36	<p>PSAT, CPT, and now also assessing using PLATO. PCSB school surveys used as well as independent surveys. Data from these surveys available with director. See Genesis for high school transcripts and may also be used to show specific course completions.</p> <p>SY 2013 – CHS uses PLAN, PERT and NovaNET as assessment measures. Data from these surveys is used to plan formative instruction for student as well as test prep workshops for ACT/SAT.</p>
45	Student Strengths and Needs Identification: <ol style="list-style-type: none"> 1) <i>Guide to Occupational Exploration (GOE)</i> 2) <i>Learning and Study Strategies Inventory (LASS)</i> 3) <i>Learning-Styles Inventory</i> 4) PCC Math Lab 5) Academic Success Center (includes Dial-a-Tutor phone line for English and math questions) 	3. C. page 40	<p>GOE is found in guidance office in career counseling piece. Minimester also has career inventory and LASS. PCC Math Lab component used during application. School uses live tutors in the TLCC.</p> <p>Dial-a-Tutor was in the original application but was not included in the renewal document. The Teaching Learning Computing Center has live tutors in various subject areas to assist students. Additionally, the school has employed more tutors</p>

	(Some information not listed already covered previously)		<p>outside of TLCC to aid students. These are PCC Collegiate specific tutors.</p> <p>SY 2013 – All CHS juniors are administered a learning style inventory in the Executive Internship class during the first semester of enrollment. Florida Choices is used for occupational exploration. Tutoring is provided through the CHART Lab and through the college TLCC.</p>
46	<p>Evaluation and Comparison of Student Progress – All state-mandated testing</p>	3. D. page 40	<p>Annual reports for charter contain raw data of state mandated tests.</p> <p>SY 2013 – There have been no changes.</p>
47	<p>Graduation Requirements – As defined in Florida Statutes and Rules of the Florida Department of Education. Collection of data – State of Florida Education and Training Placement Information Program (FETPIP)</p>	3. F. page 41	<p>Per Florida graduation requirements.</p> <p>SY -2013 – There have been no changes.</p>

Attachment 7, Accountability Plan

School Name: Polk State Collegiate High School Accountability Plan Years: 2014-2019 School Grades Served: 11 and 12													
Reading Goal as stated by the charter school: The average scores of CHS graduates tested on the ACT or SAT will meet or exceed both the district and state average reading scores on at least one													
Reading Indicator I.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency AL 3+ (%)				
			1	2	3	4	5		13-14	14-15	15-16	16-17	17-18
Percentage of students meeting or exceed Proficiency as identified by DOE on the Florida State Assessment and Florida Alternate Assessment in Reading as reported on the DOE School Grades Report (w/ breakout of cells).	Grade 3	NA											
	Grade 4	NA											
	Grade 5	NA											
	Grade 6	NA											
	Grade 7	NA											
	Grade 8	NA											
	Grade 9	NA											
	Grade 10	NA											
	Total	NA											
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.													
Reading Indicator II.	Grade Level	Current Level	Targeted Level of Learning Gains (%)										
Percentage of students making learning gains on the Florida State Assessment in Reading as reported on the DOE School Grades Report (w/ breakout of cells).		13-14	14-15	15-16	16-17	17-18	18-19						
	Grade 4-5	NA											
	Grade 6-8	NA											
	Grade 9-10	NA											
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.													
Reading Indicator III.	Grade Level	Current Level	Targeted Level of Lowest 25% Learning Gains (%)										
Percentage of students in the lowest 25% making learning gains on the Florida State Assessment in Reading as reported on the DOE School Grades Report (w/ breakout of cells).		13-14	14-15	15-16	16-17	17-18	18-19						
	Total 4-5	NA											
	Total 6-8	NA											
	Total 9-10	NA											
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.													
Reading Indicator IV.	Grade Level	Number of Students	Proficiency Levels (%) (as defined by secondary assessment parameters)					Current Level	Targeted Level of Performance (%)				
Average scores of CHS graduates tested meeting or exceeding average scores of both the state and the district in either ACT or SAT reading		Fall 2013						12-13	13-14	14-15	15-16	16-17	17-18
	Grade Kg	NA											
	Grade 1	NA											
	Grade 2	NA											
	Grade 3	NA											
	Grade 4	NA											
	Grade 5	NA											
	Grade 6	NA											
	Grade 7	NA											
	Grade 8	NA											
	Grade 9	NA											
	Grade 10	NA											
	Grade 11	NA											
Grade 12	109	NA	NA	NA	NA	NA	NA	Met*	Meet	Meet	Meet	Meet	Meet
Total	109	NA	NA	NA	NA	NA	NA	Met*	Meet	Meet	Meet	Meet	Meet
*CHS average ACT reading score in 2013 was 23.2. Polk's average was 17. Florida's average was 20.4. CHS average SAT reading score in 2013 was 514. Polk's average was 481.													

Reading Indicator V.	Annual Measurable Objectives (AMOs) in Reading.							
Over six years reducing achievement gap in each of the AMO subgroups as tied to Indicator IV and reflected in ACT and SAT performance reports and disaggregated reports for economically disadvantaged generated within the school		Current Level of Performance	Targeted Level of Performance	Targeted Level of Performance	Targeted Level of Performance	Targeted Level of Performance	Targeted Level of Performance	50% Reduction Achieved
		2012-2013	2014-15	2015-16	2016-17	2017-18	2018-19	
	Proficiency Goal							
	% Population							
	White	24.6/523*	Meet	Meet	Meet	Meet	Meet	
	Black	22.6/498*	Meet	Meet	Meet	Meet	Meet	
	Hispanic	20.6/505*	Meet	Meet	Meet	Meet	Meet	
	Asian	NA	NA	NA	NA	NA	NA	
	American Indian	NA	NA	NA	NA	NA	NA	
	Total %							
	% Population							
	SWD	NA	NA	NA	NA	NA	NA	
	ELL	NA	NA	NA	NA	NA	NA	
ED	22/482*	Meet	Meet	Meet	Meet	Meet		

*Each subgroup met Reading Indicator IV in 2013.

** Every subgroup with NA designation had fewer than 10 enrollees in 2012-2013.

School Name: Polk State Collegiate High School
Accountability Plan Years: 2014-2019
School Grades Served: 11 and 12

Math Goal as stated by the charter school: The average scores of CHS graduates tested on the ACT or SAT will meet or exceed both the district and state average math scores on at least one of the exams.

Math Indicator I.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency AL 3+ (%)				
			1	2	3	4	5		13-14	14-15	15-16	16-17	17-18
Percentage of students meeting or exceed Proficiency as identified by DOE on the Florida State Assessment and Florida Alternate Assessment in Math as reported on the DOE School Grades Report (w/ breakout of cells).	Grade 3	NA											
	Grade 4	NA											
	Grade 5	NA											
	Grade 6	NA											
	Grade 7	NA											
	Grade 8	NA											
	Grade 9	NA											
	Grade 10	NA											
Total	NA												

*CHS average ACT math score in 2013 was 21.6. Florida's average was 19.7. The national was 20.9. CHS average SAT math score in 2013 was 498. Florida's was 490. The national was 514.

Math Indicator II.	Grade Level	Current Level	Targeted Level of Learning Gains (%)				
			13-14	14-15	15-16	16-17	17-18
Percentage of students making learning gains on the Florida State Assessment in Math as reported on the DOE School Grades Report (w/ breakout of cells).	Total 4-5	NA					
	Total 6-8	NA					
	Total 9-12	NA					

*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.

Math Indicator III.	Grade Level	Current Level	Targeted Level of Lowest 25% Learning Gains (%)				
			13-14	14-15	15-16	16-17	17-18
Percentage of students in the lowest 25% making learning gains on the Florida State Assessment in Math as reported on the DOE School Grades Report (w/ breakout of cells).	Total 4-5	NA					
	Total 6-8	NA					
	Total 9-12	NA					

*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.

Math Indicator IV.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)				
			1	2	3	4	5		13-14	14-15	15-16	16-17	17-18
Percentage of students meeting or exceeding Proficiency as identified by DOE on the Algebra I End of Course Exam.	Grade 6-12	NA											
	Total	NA											

*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.

Math Indicator V.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)				
Percentage of students meeting or exceeding Proficiency as identified by DOE on the Algebra II End of Course Exam.			1	2	3	4	5	13-14	14-15	15-16	16-17	17-18	18-19
	Grade 6-12	NA											
	Total	NA											
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.													
Math Indicator VI.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)				
Percentage of students meeting or exceeding Proficiency as identified by DOE on the Geometry End of Course Exam.			1	2	3	4	5	13-14	14-15	15-16	16-17	17-18	18-19
	Grade 6-12	NA											
	Total	NA											
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.													
Math Indicator VII.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)				
Percentage of students enrolled in the course during the school year and continue to be enrolled at the school site that completed the Algebra I End of Course Exam.			1	2	3	4	5	13-14	14-15	15-16	16-17	17-18	18-19
	Grade 6-12	NA											
	Total	NA											
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.													
Math Indicator VIII.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)				
Percentage of students enrolled in the course during the school year and continue to be enrolled at the school site that completed the Algebra II End of Course Exam.			1	2	3	4	5	13-14	14-15	15-16	16-17	17-18	18-19
	Grade 6-12	NA											
	Total	NA											
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.													
Math Indicator IX.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)				
Percentage of students enrolled in the course during the school year and continue to be enrolled at the school site that completed the Geometry End of Course Exam.			1	2	3	4	5	13-14	14-15	15-16	16-17	17-18	18-19
	Grade 6-12	NA											
	Total	NA											
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.													

Math Indicator X.	Grade Level	Number of Students	Proficiency Levels (%) (as defined by secondary assessment parameters)					Current Level	Targeted Level of Performance (%)					
			13-14	14-15	15-16	16-17	17-18		18-19					
Average scores of CHS graduates tested meeting or exceeding average scores of both the state and the district in either ACT or SATmath	Grade Kg	NA												
	Grade 1	NA												
	Grade 2	NA												
	Grade 3	NA												
	Grade 4	NA												
	Grade 5	NA												
	Grade 6	NA												
	Grade 7	NA												
	Grade 8	NA												
	Grade 9	NA												
	Grade 10	NA												
	Grade 11	NA												
	Grade 12	109							Met*	Meet	Meet	Meet	Meet	Meet
Total	109							Met*	Meet	Meet	Meet	Meet	Meet	
*CHS average ACT math score in 2013 was 23.3. Polk's average was 18.2. Florida's average was 20.4. CHS average SAT reading score in 2013 was 514. Polk's was 472. Florida's was 490.														
Math Indicator XI.	Annual Measurable Objectives (AMOs) in Math.													
Over six years reducing achievement gap in each of the AMO subgroups as as tied to Indicator X and reflected in ACT and SAT performance reports and disaggregated reports for economically disadvantaged generated within the school		Current Level of Proficiency	Targeted Level of Proficiency	Targeted Level of Proficiency	Targeted Level of Proficiency	Targeted Level of Proficiency	Targeted Level of Proficiency	Targeted Level of Proficiency	50% Reduction Achieved					
		2012-2013	2014-15	2015-16	2016-17	2017-18	2018-19							
	Proficiency Goal													
	% Population													
	White*	21.9/504*	Meet	Meet	Meet	Meet	Meet	Meet						
	Black*	20.9/488*	Meet	Meet	Meet	Meet	Meet	Meet						
	Hispanic*	20.2/513*	Meet	Meet	Meet	Meet	Meet	Meet						
	Asian**	NA												
	American Indian**	NA												
	Total %													
	% Population													
	SWD**	NA												
ELL**	NA													
ED*	21.4/490*	Meet	Meet	Meet	Meet	Meet	Meet							

*Each subgroup met Math Indicator X in 20

**Every subgroup with NA designation had fewer than 10 enrollees in 2012-2013.

School Name: Polk State Collegiate High School
Accountability Plan Years: 2014-2019
School Grades Served: 11 and 12

Science Indicator I.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency AL 3+ (%)				
			1	2	3	4	5		13-14	14-15	15-16	16-17	17-18
Percentage of students meeting or exceed Proficiency as identified by DOE on the Florida State Assessment and Florida Alternate Assessment in Science as reported on the DOE School Grades Report (w/ breakout of cells).	Grade 5	NA											
	Grade 8	NA											
	Grade 9-12 (Biology EOC)	NA											
	Total	NA											
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.													
Science Indicator II.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)				
Percentage of students enrolled in the course during the school year and continue to be enrolled at the school site that completed the Biology End of Course Exam.			1	2	3	4	5		13-14	14-15	15-16	16-17	17-18
	Grade 9-12	NA											
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.													
Science Indicator II.	Grade Level	Number of Students	Proficiency Levels (%) (as defined by secondary assessment parameters)					Current Level	Targeted Level of Performance (%)				
Average score of CHS graduates tested meeting or exceeding both district and state average scores on ACT science									12-13	14-15	15-16	16-17	17-18
	Grade Kg	NA											
	Grade 1	NA											
	Grade 2	NA											
	Grade 3	NA											
	Grade 4	NA											
	Grade 5	NA											
	Grade 6	NA											
	Grade 7	NA											
	Grade 8	NA											
	Grade 9	NA											
	Grade 10	NA											
	Grade 11	NA											
Grade 12	109						Met*	Meet	Meet	Meet	Meet	Meet	
Total	109						Met*	Meet	Meet	Meet	Meet	Meet	
*CHS average ACT science score in 2013 was 21.5. Florida's average was 19.1. Polk's average was 17.7.													

School Name: Polk State Collegiate High School
Accountability Plan Years: 2014-2019
School Grades Served: 11 and 12

Writing Goal as stated by the charter school: CHS students who finish Polk State College's Composition 1 (ENC 1101) will do so with a passing grade.

Writing Indicator I.	Grade Level	Number of Students	Scores (%)						Current Level	Targeted Level of Proficiency (%)					
			1	2	3	4	5	6		13-14	14-15	15-16	16-17	17-18	18-19
Percentage of students meeting or exceed Proficiency as identified by DOE on the Florida State Assessment and Florida Alternate Assessment in Writing as reported on the DOE School Grades Report (w/ breakout of cells).	Grade 4	NA													
	Grade 8	NA													
	Grade 10	NA													
	Total	NA													

*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.

Writing Indicator II.	Grade Level	Number of Students	Proficiency Levels (%)						Current Level	Targeted Level of Performance (%)					
			(as defined by secondary assessment parameters)							12-13	14-15	15-16	16-17	17-18	18-19
Percentage of CHS students completing Polk State College's Composition 1 (ENC1101) with passing grades (D or higher)	2012-2013								12-13	14-15	15-16	16-17	17-18	18-19	
	Grade Kg	NA													
	Grade 1	NA													
	Grade 2	NA													
	Grade 3	NA													
	Grade 4	NA													
	Grade 5	NA													
	Grade 6	NA													
	Grade 7	NA													
	Grade 8	NA													
	Grade 9	NA													
	Grade 10	NA													
	Grade 11	75	NA	NA	NA	NA	NA	NA	96% (72/75)	90%	90%	90%	90%	90%	
	Grade 12	21	NA	NA	NA	NA	NA	NA	95% (20/21)	90%	90%	90%	90%	90%	
Total	96	NA	NA	NA	NA	NA	NA	96% (92/96)	90%	90%	90%	90%	90%		

*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.

School Name: Polk State Collegiate High School

Accountability Plan Years: 2014-2019

School Grades Served: 11 and 12

Social Studies as stated by the charter school: The percentage of CHS test takers meeting or exceeding proficiency as identified by DOE on the EOC exam for US history will meet or exceed that of both the district and the state in any year in which at least 20 students are tested.

Social Studies Indicator I.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)					
			1	2	3	4	5		13-14	14-15	15-16	16-17	17-18	18-19
Percentage of students meeting or exceeding Proficiency as identified by DOE on the End of Course Exam for Civics.														
	Grade 6-8	NA												
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.														
Social Studies Indicator II.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)					
			1	2	3	4	5		12-13	14-15	15-16	16-17	17-18	18-19
Percentage of students meeting or exceeding Proficiency as identified by DOE on the End of Course Exam for US History will meet or exceed that of district and state.														
	Grade 11	100	11% (11/100)	29% (29/100)	60% (60/100)	NA	NA	NA	Meet	Meet	Meet	Meet	Meet	Meet
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.														
Social Studies Indicator III.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)					
			1	2	3	4	5		13-14	14-15	15-16	16-17	17-18	18-19
Percentage of students enrolled in the course during the school year and continue to be enrolled at the school site that completed the Civics End of Course Exam.														
	Grade 6-12	NA												
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.														
Social Studies Indicator IV.	Grade Level	Number of Students	Achievement Levels (%)					Current Level	Targeted Level of Proficiency (%)					
			1	2	3	4	5		12-13	14-15	15-16	16-17	17-18	18-19
Percentage of students enrolled in the course during the school year and continue to be enrolled at the school site that completed the US History End of Course Exam.														
	Grade 11							98% (100/102)	95%	95%	95%	95%	95%	95%
*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.														

School Name: Polk State Collegiate High School

Accountability Plan Years: 2014-2019

School Grades Served: 11 and 12

CELLA Goal as stated by the charter school: Not Applicable--During current charter contract, CHS has enrolled a minimal number of students tested through CELLA.

Language Acquisition:

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

CELLA Indicator I.	Grade Level	Number of Students	Current Level	Targeted Level of Proficiency (%)					
				13-14	14-15	15-16	16-17	17-18	18-19
Percentage of students scoring proficient in Listening/Speaking.	Grade K-2	NA							
	Grade 3-5	NA							
	Grade 6-8	NA							
	Grade 9-12	NA							

*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.

CELLA Indicator II.	Grade Level	Number of Students	Current Level	Targeted Level of Proficiency (%)					
				13-14	14-15	15-16	16-17	17-18	18-19
Percentage of students scoring proficient in Reading.	Grade K-2	NA							
	Grade 3-5	NA							
	Grade 6-8	NA							
	Grade 9-12	NA							

*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.

CELLA Indicator III.	Grade Level	Number of Students	Current Level	Targeted Level of Proficiency (%)					
				13-14	14-15	15-16	16-17	17-18	18-19
Percentage of students scoring proficient in Writing.	Grade K-2	NA							
	Grade 3-5	NA							
	Grade 6-8	NA							
	Grade 9-12	NA							

*When using percentage, include the number of students the percentage represents (e.g., 70% (35)). Percentages can not be averaged.

School Name: Polk State Collegiate High School
Accountability Plan Years: 2014-2019
School Grades Served: 11 and 12

Financial Goal as stated by the charter school: CHS will maintain an unrestricted fund balance of at least 7%.

Financial Viability Indicator I.	Current Level		Targeted Level of Performance									
Percentage of unrestricted fund balance will be at least 3% annually of annual revenue per the Independent Annual Financial Audit.	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	\$	%	\$	%	\$	%	\$	%	\$	%	\$	%
	\$256,178.00	18%										
Financial Viability Indicator II.	Current Level		Targeted Level of Performance									
Absence of material or repeated audit findings in annual audit by qualified independent auditor.	2011-2012 <small>(2012-2013 not yet available)</small>		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	No findings		No findings		No findings		No findings		No findings		No findings	
Financial Viability Indicator III.	Current Level		Targeted Level of Performance									
Monthly financial statements will be submitted timely per the deadline set forth in the School's charter contract. (substitute Monthly with Quarterly if school is High Performing)	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	Met		Meet		Meet		Meet		Meet		Meet	
Financial Viability Indicator IV.	Current Level		Targeted Level of Performance									
(Secondary Financial Viability goal as chosen by the School.) If the school plans to accrue or maintain a fund balance that is more than 20%, please provide goals that demonstrates how these fund balance dollars over 20% will be used to benefit students who generated these funds.	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	NA											
Financial Viability Indicator V.	Current Level		Targeted Level of Performance									
OPTIONAL: Secondary Financial Viability goal as chosen by the School.	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	Maintain unrestricted fund balance =>7%											

School Name: Polk State Collegiate High School
 Accountability Plan Years: 2014-2019
 School Grades Served: 11 and 12

Governance Goal as stated by the charter school: The average responses of CHS students, parents, and staff will be 3.0 or higher on at least 6 of 7 correlates on the annual climate survey (scale of 1.0 to 4.0).

Governance Indicator I.	Current Level		Targeted Level of Performance										
Number of Governing Board Meetings held in Polk County with a quorum of board members present will meet or exceed four meetings per year.	2012-2013		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		
	Total # Board Meetings	Quorum?	Total # Board Meetings	Quorum?	Total # Board Meetings	Quorum?	Total # Board Meetings	Quorum?	Total # Board Meetings	Quorum?	Total # Board Meetings	Quorum?	
	4.00	Yes	4.00	Yes	4.00	Yes	4.00	Yes	4.00	Yes	4.00	Yes	4.00
Governance Indicator II.	Current Level		Targeted Level of Performance										
Governing board meeting minutes will be detailed, publicly posted within 1 week of board approval.	2012-2013		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		
	Posted w/in 1 week	Follow Agenda	Posted w/in 1 week	Follow Agenda	Posted w/in 1 week	Follow Agenda	Posted w/in 1 week	Follow Agenda	Posted w/in 1 week	Follow Agenda	Posted w/in 1 week	Follow Agenda	
	Yes	Yes	Meet	Meet	Meet	Meet	Meet	Meet	Meet	Meet	Meet	Meet	Meet
Governance Indicator III.	Current Level		Targeted Level of Performance										
No official business may be transacted in any board meeting unless a quorum is present (Polk State DBOT Rule 1.02)	2012-2013		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		
	Total # Board Meetings	%	Total # Board Meetings	%	Total # Board Meetings	%	Total # Board Meetings	%	Total # Board Meetings	%	Total # Board Meetings	%	
	10	100%		100%		100%		100%		100%		100%	

Governance Indicator IV.	Current Level		Targeted Level of Performance										
Board Meeting(s) held with a quorum present to address:	2012-2013		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		
Financial Audit responsibilities as required in FS 1002.33 (9)(j)(1-3)	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	
	Sep-12	Yes	Fall	Yes	Fall	Yes	Fall	Yes	Fall	Yes	Fall	Yes	Fall
Annual Accountability Report as required in FS 1002.33 (9)(k)	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	
	Nov-12	Yes	Fall	Yes	Fall	Yes	Fall	Yes	Fall	Yes	Fall	Yes	
School Grades and Accountability Plan Progress as required in FS 1002.33 (9)(c)	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	
	Nov-12	Yes	Fall	Yes	Fall	Yes	Fall	Yes	Fall	Yes	Fall	Yes	
School Leader/Staff Evaluation(s) as required in SB736	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	Date of Meeting(s)	Quorum?	
	Summer 2013	Yes	Summer	Yes	Fall	Yes	Fall	Yes	Fall	Yes	Fall	Yes	
Governance Indicator V.	Current Level		Targeted Level of Performance										
Board Members will complete required board member training by the deadlines established in SBR 6A-6.0784.	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		
	Yes		Yes		Yes		Yes		Yes		Yes		
Governance Indicator VI.	Current Level		Targeted Level of Performance										
OPTIONAL: Secondary Governance goal as chosen by the School.	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		
	No												
Governance Indicator VII.	Current Level		Targeted Level of Performance										
The average responses of students, parents, and staff equaling 3.0 or higher on at least 6 of 7 correlates on the annual climate survey (scale of 1.0 to 4.0).	2012-2013		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		
	Total # Board Meetings	Quorum?	Total # Board Meetings	Quorum?	Total # Board Meetings	Quorum?	Total # Board Meetings	Quorum?	Total # Board Meetings	Quorum?	Total # Board Meetings	Quorum?	
	1.00	Yes	1	Yes	1	Yes	1	Yes	1	Yes	1	Yes	

PSC Collegiate High School
**Accountability Plan
 Renewal Progress Report Summary**

The comparable schools are determined by the Polk County School Board Office of Magnet and Charter Schools are:
2007/2008: Harrison School of the Arts, George Jenkins Senior High School
2008/2009: Harrison School of the Arts, McKeel Academy, George Jenkins Senior High School, Bartow International Baccalaureate, Summerlin Academy, Chain of Lakes Collegiate High
2009/2010: Chain of Lakes Collegiate High, Summerlin Academy, Harrison School of the Arts, McKeel Academy
2010/2011: Chain of Lakes Collegiate High, McKeel Academy
2011/2012: Chain of Lakes Collegiate High, George Jenkins Senior High School

Goal 1: The PCC CHS will maintain a high graduation rate.

Indicator 1 – 95% or more of CHS students will meet high school graduation requirements by their projected graduation date annually as evidenced on each student’s graduation requirements completed information, housed on the district’s student information system.

Year	Graduation Rate will = 95% or higher	Met/Not Met:
2007-2008	95%	Met
2008-2009	99%	Met
2009-2010	98%	Met
2010-2011	98%	Met
2011-2012	100%	Met

*Outcomes as reported by the school

Goal 2: The Technology Academy CHS students will successfully earn industry certification in their area of study.

Indicator 1 – Annually, 90% or more of PCC CHS students will earn passing scores on industry certification examinations as documented by the following tests:

- Comp Tia A+ test score data for Hardware
- Comp Tia A+ Certification test score data for Software
- Microsoft Certified Product Specialist in Windows

Year	90% of Technology Academy will earn Industry certification by graduation	Met/Not Met:
2007-2008	80%	Not Met
2008-2009	89%	Not Met
2009-2010	90%	Met
2010-2011	67%	Not Met
2011-2012	100%	Met

*Outcomes as reported by the school

Goal 3: PCC CHS students will demonstrate college level reading ability at the time of graduation.

Indicator 1 – Annually, 90% or more of PCC CHS students will earn scores of 83 or higher on the College Placement Test (CPT) in the areas of Reading and Sentence Skills at the time of graduation. A score of 83 on the CPT is the cut score for taking college credit courses.

Year	Students will earn 83 or higher on CPT by time of graduation	Met/Not Met:
2007-2008	92%	Met
2008-2009	97%	Met
2009-2010	97%	Met
2010-2011	100%	Met

2011-2012	100%	Met
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*Outcomes as reported by the school

Goal 4: Annually, the majority of PCC CHS students will earn credits toward a college degree upon high school graduation.

Indicator 1 – The percentage of college ready A.A. or A.S. students earning 45 or more credits upon high school graduation as indicated on the PCC transcript will increase by 1%; The percentage of college ready students earning an A.A. Degree upon graduation as documented on the PCC transcript will increase by 1%; The percentage of pre-collegiate students earning 30 or more college credits upon graduation as documented on the PCC transcript will increase by 1%.

Year	Increase by 1% the # of students earning 30 or 45 credit hours and those earning AA Degree	Met/Not Met:
Charter Years 2008-2012 - % of CR graduates earning 45 or more credit hours went from 46% to 79% (over an average of 6% per year)		
Charter Years 2008-2012 - % of PC graduates earning 30 or more credit hours went from 48% to 89% (over an average of 8% per year)		
Charter Years 2008-2012 - % of graduates earning AA Degree went from 31% to 59% (over an average of 5% per year)		
2007-2008	Baseline year	Not Met
2008-2009	2 out of 3 areas met	Not Met
2009-2010	3 out of 3 areas met	Met
2010-2011	3 out of 3 areas met	Met
2011-2012	3 out of 3 areas met	Met

*Outcomes as reported by the school

Goal 5: PCC CHS students will demonstrate college level mathematics ability upon high school graduation.

Indicator 1 – PCC-CHS will demonstrate an average increase of 45% in the percentage of students earning a passing score on the math portion of the college Placement Test upon graduation.

Year	45% or more of the # of students passing Math CPT/PERT	Met/Not Met:
Charter years 2008-2012 - % of graduates that were college ready (CR & PC) at graduation went from 93% to 100% during the charter years.		
2007-2008	93% passed by graduation	Met
2008-2009	N/A	N/A
2009-2010	N/A	N/A
2010-2011	N/A	N/A
2011-2012	N/A	N/A

*Outcomes as reported by the school

Indicator 2 – PCC-CHS will demonstrate an average increase of two percentage points from 43%-45% in the percentage of students earning a passing score on the math portion of the college Placement Test upon graduation. *(Goal changed in 2008-09)*

Year	Increase by 2 percent from 43%-45% the # of students passing Math CPT/PERT	Met/Not Met:
2007-2008	Baseline	N/A
2008-2009	51% showed increase	Met
2009-2010	46% showed increase	Met
2010-2011	40% showed increase	Met
2011-2012	40% showed increase	Not Met

*Outcomes as reported by the school

Goal 6: PCC CHS students will show mastery of science Sunshine State Standards through FCAT scores.

Indicator 1 – Annually, 78% of CHS students will achieve Level 3 or higher on the grade 11 FCAT Science Test. CHS was highest performing school in the district 2 out of the 4 years and the second in performance the other 2 years.

Year	Mastery of Science SSS FCAT Scores	Met/Not Met:
2007-2008	68%	Not Met
2008-2009	49%	Not Met
2009-2010	69%	Not Met
2010-2011	74%	Not Met
2011-2012	N/A	N/A (Test No longer administered)

*Outcomes as reported by the school

Goal 7: PCC CHS will operate with sound financial principals.

Indicator 1 – PCC CHS will operate with sound financial principals.

Year	Operating fund balance will show an increase each year	Met/Not Met:
2007-2008	Baseline data established	Met
2008-2009	803,307	Met
2009-2010	861,184	Met
2010-2011	889,217	Met
2011-2012	769,024	Met

*Outcomes as reported by the school

Goal 8: PCC CHS will have an active and supportive board of directors.

Indicator 1 – The seven member board of directors will hold a minimum of four meetings per year (with a quorum of 4 or more in attendance) as evidenced from minutes from those board meetings. At least quarterly, the board of directors will be briefed on the school viability, including but not limited to financial accounts, school success indicators, retention, attendance, behavior, credits earned, and parent/student satisfaction.

Year	Hold at least 4 board meetings per year with quorum	Met/Not Met:
2007-2008	10 meetings held	Met
2008-2009	10 meetings held	Met
2009-2010	4 meetings were held	Met
2010-2011	4 meetings were held	Met
2011-2012	4 meetings were held	Met

*Outcomes as reported by the school

Goal 9: PCC CHS stakeholders will reflect their satisfaction with the overall school program.

Indicator 1 – The average response of parents will be 1.0 or higher (on a scale of -2 - +2) on at least 6 (86%) of the effective school correlates on the Annual Climate Survey; The average response rate of students will be 1.0 (on a scale of -2 - +2) or higher on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.

Year	Response rate will be 1.0 or higher for Climate Survey (Parents & Students)	Met/Not Met:
2007-2008	98% - parents 95% - students	Met
2008-2009	Average response was 1% higher for both students and parents	Met
2009-2010	Average response was 3.0 or higher for parents and students	Met
2010-2011	Average response was 3.0 or higher for parents and students	Met

2011-2012	Average response was 3.0 or higher for parents and students	Met
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*Outcomes as reported by the school

Goal 10: The Polk Community College Collegiate High School will conduct a thorough self-study in 2006-2007 and host a successful SACS site visit in 2007-2008 as indicated by continued SACS accreditation, and through the process of a continuous improvement model, prepare for a second self-study in 2010-2011.

Indicator 1 – Written documentation from the CHS will confirm that the self-study has begun and will summarize the status of self-study progress August 2007, and again in June 2011. A letter from SACS will confirm re-accreditation of the CHS no later than June 2008 and June 2012.

Year	SACS Accreditation Status met yearly	Met/Not Met:
2007-2008	Self-study conducted; SACS site review	Met
2008-2009	Site visit	Met
2009-2010	2 year review	Met
2010-2011	No review this year	N/A
2011-2012	Mid-year review	Met
2012-2013	Site review	Met

Attachment 9, CHS Instructors

Instructor	Subject Area(s)	Degree(s)/Certification(s)
Lee Childree	English/Journalism	BS in English Education/MS in Instructional Technology
Marguerite Coke-Maxwell	Reading	BA in Elementary Education/MSW and PHD in Social Work
Ami Gideons	Math	BS in Accounting
Ward Hurst	English/Spanish	BA in English/Spanish; MA in Spanish
Howard Marshall	Math	BS in Engineering/MA in Engineering/MS in Accounting
Thomas Schneider	Social Studies	BA in Political Science/MA in History
Leah Whitehead	Science	BS in Biomedical Science

