



Charter Renewal Application and Renewal Accountability Plan

August 2007

Dale R. Fair
Babson Park Elementary School

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1. Is the academic program a success?

1A. Has the school made reasonable progress in meeting the internally established educational goals during the term of its charter?

Dale R. Fair Babson Park Elementary School (DRFBPE) had a history of high academic achievement prior to becoming a charter school and now, as a charter school, student success continues to be the top priority. In the original contract the goal was to increase student performance, to ensure each student achieves his or her academic potential, and to ensure that each student becomes secure as an independent learner and critical thinker.

DRFBPE has made Adequate Yearly Progress (AYP) for four of the five years that the law has been in existence and all three years as a charter school. The following table represents the percentage of AYP criteria met each year (with the exception of the first year when the percentage was not included in the report) and the corresponding school grade. Note: 2004-2005 was the first year as a conversion charter school.

**AYP/School Grade Data
2003-2007**

School Year	% Criteria Met	AYP Met	School Grade
2006-2007	100	Y	A
2005-2006	100	Y	A
2004-2005	100	Y	A
2003-2004	100	Y	B
2002-2003	NA	N	A

The primary objective has been to increase student achievement as measured by the FCAT Reading and Math SSS sections. The 2004-2007 Accountability Plan was developed so that FCAT results would be compared to “comparable student populations” within the Polk County Public Schools. **Originally** the district selected three schools to which our student performance was to be compared: Highland City Elementary, Garden Grove Elementary, and Dr. N.E. Roberts Elementary. The chart below provides a comparison of the student demographics for these schools, followed by a table showing the comparison FCAT data for the 2005-2006 school year.

**Comparable Schools Demographic Information
2005-2006**

School Name	% F/R Lunch	% Students with Disabilities	% Black	% LEP
Dale R. Fair Babson Park	55.95	9.91	19.60	0.00
Dr. N.E.Roberts Elem	59.58	7.94	19.39	4.67
Garden Grove Elem	49.92	8.90	23.53	3.32
Highland City Elem	58.10	9.90	15.62	4.00

FCAT 2005-2006

School Name	RDG LV	MTH LV	WRT	SCI	AYP Met?
Dale R. Fair Babson Park El	89	87	93	40	Y
Dr. N.E.Roberts Elem	79	78	97	23	Y
Garden Grove Elem	85	81	82	32	Y
Highland City Elem	83	67	76	33	Y
Average of 3 Comparison Schools	82.3	75.3	85.0	29.3	NA

The district has since selected two different schools for a comparison: Carlton Palmore Elementary and Ridgeview Global Academy (Highland City remained a comparison school). We have made that comparison below. However we believe the intent of the law is for a charter school to be compared with district-run schools and not other charter schools. Several of the goals and objectives in the 2004-2007 Accountability Plan involve the comparison of DRFBPE student achievement on the FCAT with the achievement at the comparison schools.

Comparable Schools Demographic Information**2006-2007**

School Name	% F/R Lunch	% Students with Disabilities	% Black	% LEP
Dale R. Fair Babson Park	52.0	10.3	18.7	0.9
Carlton Palmore Elem	48.3	12.8	21.2	7.1
Highland City	55.1	9.9	15.8	5.9
Ridgeview Global Acad	47.3	5.9	19.0	11.5

FCAT 2006-2007

School Name	RDG LV	MTH LV	WRT	SCI	AYP Met?
Dale R. Fair Babson Park	88	81	95	53	Y
Carlton Palmore Elem	73	75	96	37	N
Highland City Elem	77	68	83	41	N
Ridgeview Global Acad	81	80	87	62	Y
Average of 3 Comparison Schools	77.0	74.3	88.7	46.7	NA

As the data indicates, DRFBPE exceeded each of the individual comparable schools in all categories except three over the two school years with comparable schools data.

As required in our School Accountability Plan, DRFBPE is clearly meeting or exceeding the results of comparable district schools.

Internal school data based upon our Culyer Strategies in Reading program also indicate that students made progress in reading comprehension during the first two years as a charter school (2006-2007 data is not yet available). The Initial Reading Inventory (IRI) used by DRFBPE was developed by Dr. Richard Culyer and has been validated by Dr. Bruce Hall at USF. The IRI is given to students for the first time at end of the 1st grade year. The IRI is then administered every spring in grades 2-5.

The table below shows the IRI results by grades for our first two years as a charter school.

IRI DATA
2004-2005 & 2005-2006

Group	2004-2005			2005-2006		
	Oral	Silent	Instruction	Oral	Silent	Instruction
Grade 1	2.22	1.23	1.16	2.68	1.27	1.22
Grade 2	2.07	1.25	1.17	1.75	.95	.93
Grade 3	2.71	2.29	2.29	2.00	1.74	1.62
Grade 4	2.50	2.12	2.15	2.68	2.01	2.06
Grade 5	1.79	2.07	2.03	1.83	1.39	1.36
Overall Grades 2-5	2.25	1.94	1.92	2.04	1.47	1.44

The expectation for learning is a 1.0 gain each year (1 grade level gain per year). While oral comprehension is critical, the focus is on silent comprehension. This is the ability of a student to read a story and then answer open-ended questions about what he or she read. Included in the comprehension test are both literal and implied questions. Answers are also expected to be given in a complete sentence format.

The results from 2004-2005 indicate that each grade level exceeded the 1.0 expectation for the year. In each of grades 3, 4, and 5 the average growth was more than double the expectation.

The data from 2005-2006 indicate that expectations were exceeded in every grade except 2nd. After reviewing the data for each student we have concluded that several factors negatively impacted the results in 2nd grade. The most significant factor was the misadministration of the IRI. The directions were not followed correctly by one of the administrators and that would significantly impact the results. The school has also made a change in the 2nd grade teaching staff and believes that this change will bring about better results in the future.

1B. Has student performance significantly improved and/or been persistently strong on internal and external academic assessments?

The demographics of this small community have changed over the years and therefore so have the demographics of the children attending this school. In order to better understand the true success of the school’s instructional program it is important to first look at the readiness of the students coming into kindergarten.

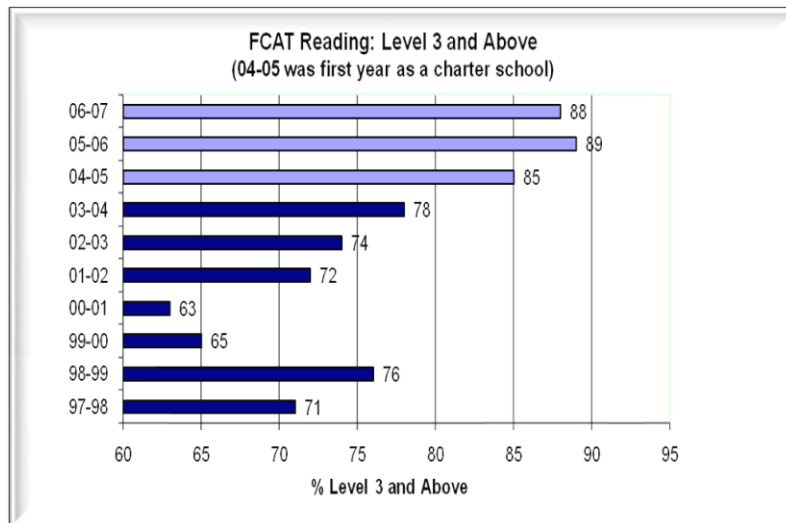
Kindergarten Readiness Scores

School Year	DRFBPE		
	%	District %	State %
2005-2006	63	74	82
2004-2005	71	76	84
2003-2004	75	77	84

This data indicates a downward trend in readiness to start school. Because of this trend it is important that the school continue to focus resources at the kindergarten (and preschool) level. We have re-implemented the kindergarten support program. This program focuses on the needs of students who come to school but are not adequately prepared to be successful during the first year of kindergarten.

FCAT Reading SSS

The following graph shows the historical performance level of DRFBPE students in grades 3-5 on the FCAT Reading SSS section. This graph includes all available data from the introduction of the FCAT through this past school year, 2006-2007. A score of Level 3, 4, or 5 is considered to be on or above grade level.

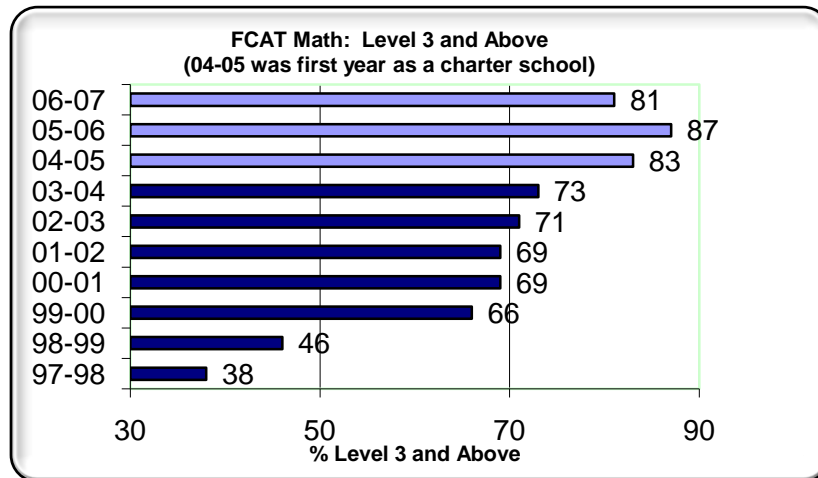


The school was converted to charter status beginning with the 2004-2005 school year. The reading data clearly indicates that there has been a significant increase in the percentage of students reading at or above grade level (Level 3, 4, or 5) during the first three years as a charter school. We experienced this success in part because we were able to reduce the number and frequency of assessments in the classroom and focus more time on the instruction of the students as well as teacher training.

Teachers are required to track and monitor student progress through the use of weekly Group Analysis Charts for Reading Comprehension. Focusing on this current data allows us to more readily meet the needs of each student by providing more time for instruction in critical areas. The teachers also ensure that each student is working on his or her instructional level therefore optimizing the learning experience.

FCAT Math SSS

The following graph shows the historical performance level of DRFBPE students on the FCAT Mathematics section. This graph includes all available data from the introduction of the FCAT through this past school year, 2006-2007. A score of Level 3, 4, or 5 is considered to be on or above grade level.

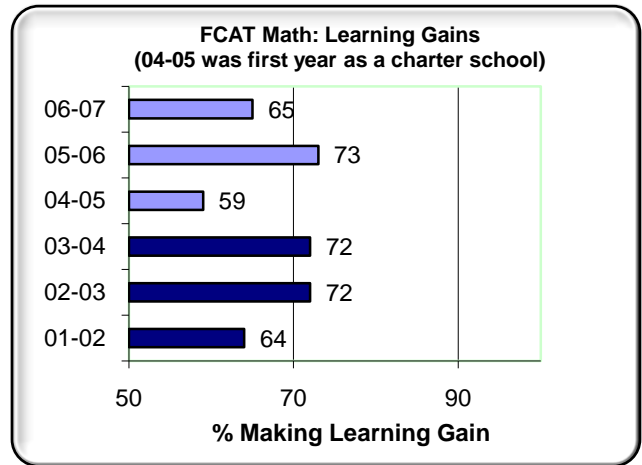
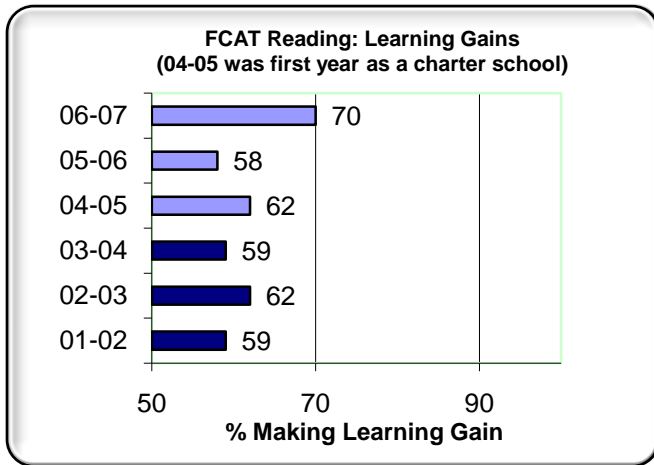


The data indicates a significant increase in student achievement in math during the three years of operation as a charter school. Again, by reducing the amount of assessments in the classroom we were again able to focus more time on the instructional areas of reading and math as well as teacher training.

It is clear that the staff and administration at Dale R. Fair Babson Park Elementary have created a strong instructional program that benefits all students by providing more time for focused instruction and more training time for teachers. Historical achievement data shows that more students are working at or above grade level as measured by the FCAT. By focusing more on the instructional methodologies used in the classroom and less on “packaged” remediation programs and assessments we have been able to reach more children and help them become successful.

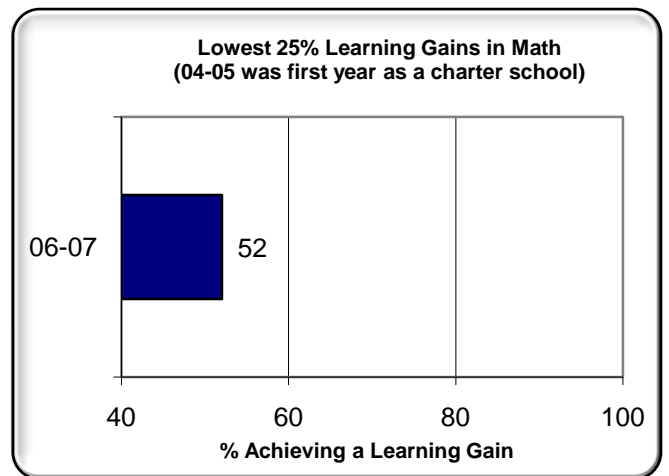
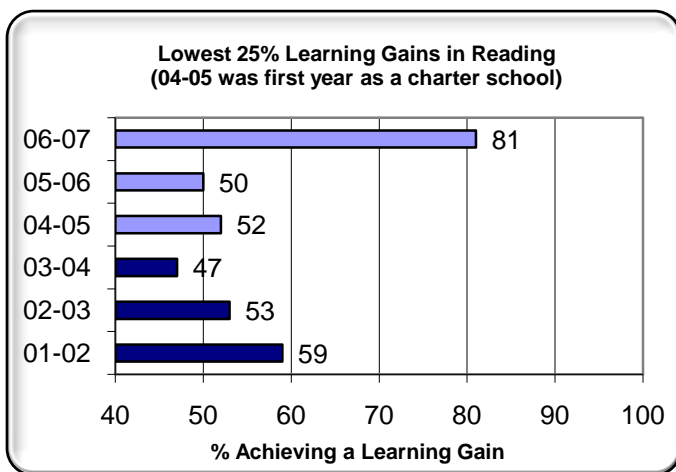
Other Student Data

Following are several graphs showing our learning gains in both reading and math as well as the reading gains of our lowest 25%.



The above data for FCAT Reading learning gains has been consistent over the years with the current year seeing a big jump. While it is important to look at annual learning gains it is also important to realize that statistically learning gains will decrease as student achievement increases and vice-versa. Students who perform well above average in 3rd grade will tend to “regress toward the mean” in 4th and 5th grade. In order to slow this trend the staff is exploring ways to enhance the learning of our students who are high achieving. This will include a horizontal expansion of the reading and math programs so that the instruction and learning becomes deeper at that level.

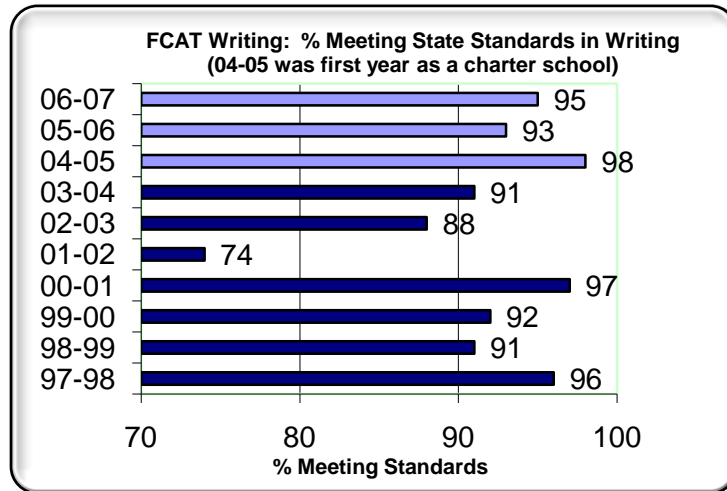
The graph above indicates that our learning gains in math have been fairly consistent. Instructional emphasis was placed on math and the schedule was adjusted to ensure an uninterrupted math block in the testing grades. This past school year several teachers implemented a math facts program. This program was shown to be successful in those classrooms and as a result the program will be implemented school-wide beginning with the 2007-2008 school year.



The learning gains in reading of our lowest 25% have been a challenge until this school year. Because the school has such a high percentage of students scoring at or above grade level in reading, less than 50% of the lowest 25% are reading below a level 3. The small population of the school also means that only about 30 to 32 students are included in this group. Therefore less than 15 students in grades 4 and 5 are reading below grade level, not including those students who transfer in after the October FTE. Many of these students do not qualify for special education classes yet thier IQ indicates a difficulty in learning at the

normal rate. The exemption of 3rd grade scores during the 2006-2007 school year may have played a factor in the high gains as well.

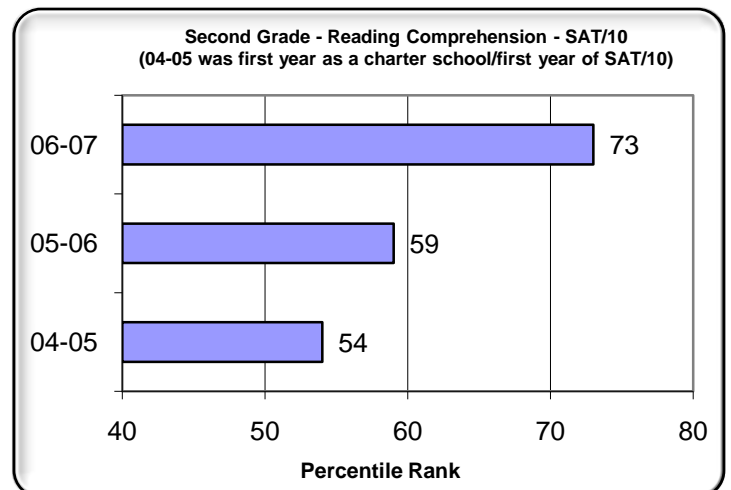
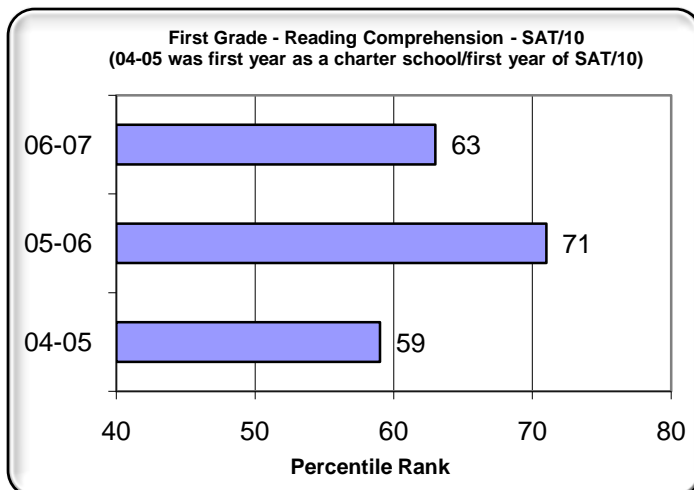
The 2006-2007 school year is the first year the state looked at the math gains for the lowest 25% of students. DRFBPE met the requirement that at least 50% of the lowest 25% demonstrate a learning gain in math.



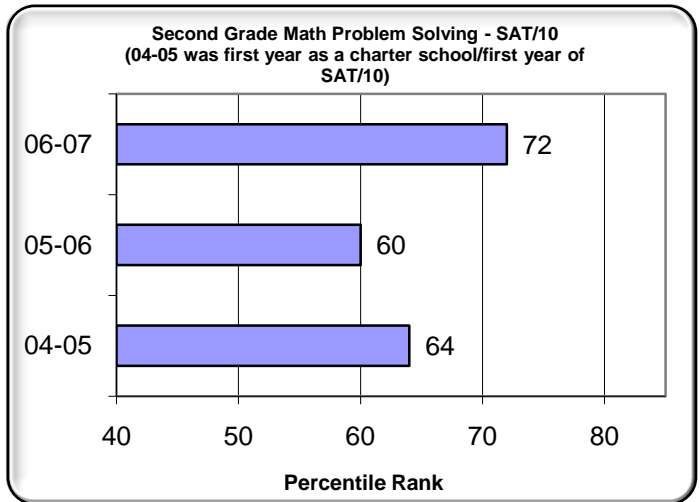
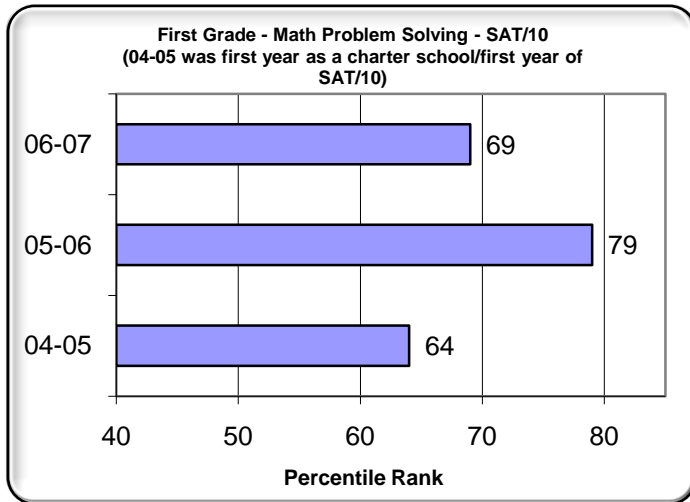
The historical graph for the Writing Standards indicates that writing achievement has been strong in the past and continues to be strong after the conversion to charter. Statistically it should fluctuate from year to year. Only 4th grade students participate making the results dependent only on the current group of 4th grade students.

SAT/10: First and Second Grade Data

During the 2004-2005 school year the SAT/10 replaced the SAT/9 as the reading and math assessment in 1st and 2nd grades. Therefore it is not possible to compare data from years prior to the charter conversion with the current data. The following graphs represent 1st and 2nd grade percentile ranks for the SAT/10 from the past three school years. NOTE: The SAT/10 is used only as a comparison reference as to how well students at the 1st and 2nd grade levels are performing. There is no learning gain comparison being made from year to year.



In both 1st and 2nd grades the percentile rank increased in the area of reading during the 2005-2006 school year. The increase continued this year in 2nd grade. In 2005-2006 two paraprofessionals were assigned to each first grade classroom to work with students on sight words, vocabulary, and reading comprehension as well as math and other subjects. This additional assistance in the classroom was a critical need for our lower-level readers.



The results in math were similar to those in reading indicating that the assessment is dependent upon the group of children taking the test. One concern that was studied beginning with the 2005-2006 school year was math facts. Students moving up from 1st grade were not proficient enough in math facts, especially addition, and therefore more review work was needed in 2nd grade. Several teachers in 1st, 2nd, and 3rd grades piloted a math facts program during 2006-2007. The results indicated that the program was effective in teaching students to recall math facts both accurately and quickly. As a result the program will be implemented school-wide (1st-5th) beginning with the 2007-2008 school year.

2. Is the school a viable organization?

2A. Is the school financially solvent and stable?

In exchange for autonomy, on July 1, 2004 the Lake Wales Charter Schools, Inc. agreed to operate the five schools and be responsible for their financial stability and the performance of our students. The Board of Trustees governing the Lakes Wales Charter Schools accepts the ultimate responsibility for the financial management and internal accounting procedures for the Lake Wales Charter Schools system.

The external auditors will report directly to the Trustees, not to the Superintendent or Chief Financial Officer. The Trustees have engaged the auditing firm of Beemer, Kuehnhackl Heidbrink & McCrady, P.A. to annually audit the System and each of its charter schools. During the past two years' audits, Dale R. Fair Babson Park Elementary as a charter school has received an unqualified opinion with no reportable conditions from the auditors. The auditors also issue recommendations to the Board of Trustees and the audit committee through a management letter to improve compliance, internal controls and the financial reporting process.

A Central Administrative office provides certain management and administrative services to the charter schools. Even though there is only one corporate entity, each of the five public charter schools and the Central

Administration function as if they were separate entities. The LWCS system operates with a small and efficient central administrative staff function for the benefit of the schools. An efficient administration works to the direct benefit of students because less time and money is required for fewer administrators to make well-informed decisions. This efficiency amounts to a transfer of funds from administration to instruction, and is every bit as good as an increase in overall spending. Each year, in June, the school administration, CFO and Superintendent present to the LWCS Trustees a new fiscal operating budget for approval. After the October survey period, a budget revision is prepared to recognize changes in personnel and student FTE projections. It is the responsibility of the Superintendent and CFO to report to the Trustees on a monthly basis an income and expense statement showing budget to actual by charter school site and consolidated. A fiscal year cash flow projection is provided as part of the monthly financial reporting to the Trustees.

To further the goal of building financial reserves that the system did not have when it first took over the schools, a fiscal plan developed and approved for the third year of operations is projected to add \$512,000 to the reserves of the Lake Wales Charter Schools system. The Lake Wales Charter Schools system ended its third year of operations with an unreserved fund balance of \$807,000, a positive net change of \$1,469,000 from the first year deficit of (\$662,000). The net asset position changed from a deficit of (\$27,000) to \$946,000 at the end of the second year. The Lake Wales Charter Schools system continues to operate without the assistance of a line of credit and currently does not have any outstanding debt obligations.

Dale R. Fair Babson Park Elementary along with the other Lake Wales charter schools started operation without any reserve balance. As a conversion charter school DRF Babson Park Elementary ended its first year of operations in a deficit financial position totaling (\$540,068). The Trustees and administration were committed to establishing a self-supporting financial operation at DRFBPE through disciplined budgeting and funds redirected from Lake Wales High School. This resulted in a 66.8% reduction in the operating deficit from fiscal year 2006. In fiscal year 2007 deficit reduction strategies include enrollment management, staffing alignment and establishing a fee-based summer program and a Before/After School program to generate additional revenue for the school's operations.

The approved budget spending plan for fiscal year 2008 projects an operating deficit of \$97,000, reducing the school's operating deficit by 30.0% from fiscal year 2007. Selected financial information for DRF Babson Park Elementary is shown in Table 1.

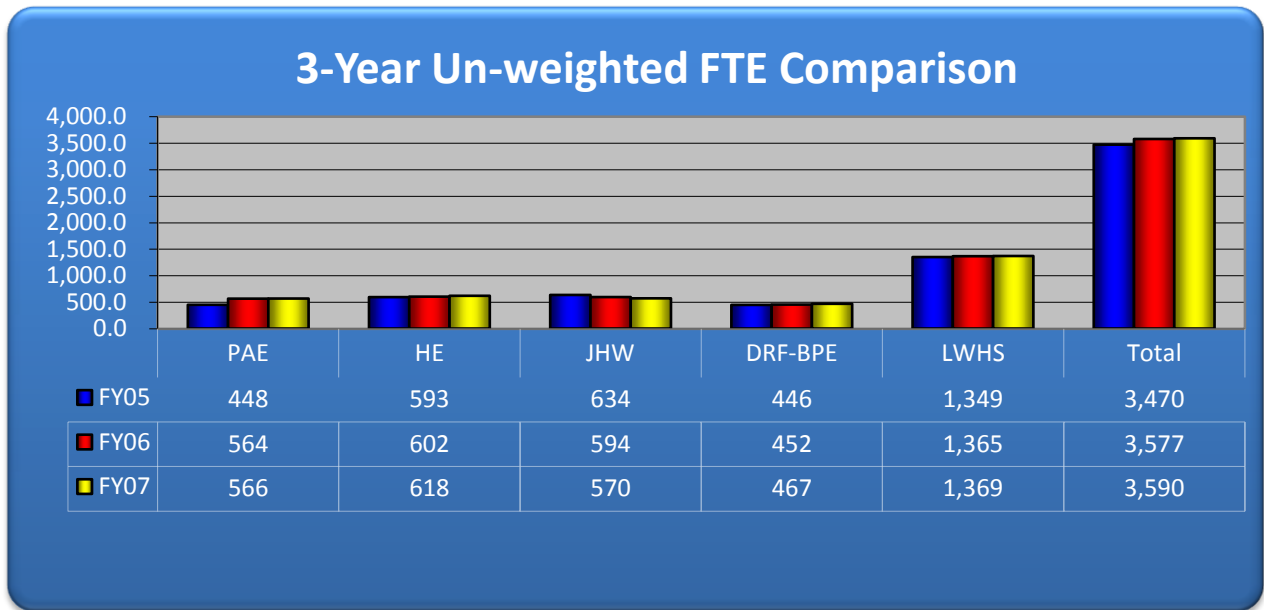
DRFBPE

	FY05	FY06	FY07
FTE Enrollment	446	452	467
Staffing FTE	54.5	52.0	50.0
Net Change in Unreserved Fund Balance	(\$540,068)	(\$178,765)	(\$113,000)
Unreserved Fund Balance, 6/30	(\$540,068)	(\$718,833)	(\$831,000)
Total GF Expenditures	\$2,922,545	\$3,027,859	\$3,046,000
% Change in Unreserved Fund Balance	-	(66.8%)	(36.8%)

The Trustees believe that state appropriations for public schools in Florida are inadequate for the purpose of achieving excellence in education; therefore, the System created its own foundation. The Lake Wales Charter Schools Foundation, Inc. is a Florida not-for-profit corporation that has been given 501(c)(3) status by the Internal Revenue Service. DRFBPE has received supplemental funds through the Foundation in support of the following programs:

- Over \$70,000/annually for a Kindergarten support unit at DRFBPE
- \$25,000 in funding for a Science Lab at DRFBPE
- \$2,100 in support of instructional field trips

In addition to the support from the LWCS Foundation, DRFBPE has received financial support in the amount of \$2,000 for educational programs from Mountain Lake and \$2,600 from the Lake Ashton community group.



2B. Is enrollment stable and near capacity?

Enrollment at the school has been very stable and consistent during the three years of operation a charter school. Enrollment has been between 444 and 470. There has been some debate between the PCSB and the school concerning the operational capacity that has been reported in the Quarterly Site Visit Reports. The PCSB report of the capacity varied in several of the early reports. Below is the description the district has used for capacity in the most recent reports:

“Capacity must be maintained between 90% operational, which is 338, and DOE maximum capacity, which 474.”

Based on this condition established by the PSCB facilities department the school has maintained the appropriate capacity.

The school has maintained a waiting list during each school year and has submitted monthly Enrollment Monitoring Reports to the Office of School Choice. Most of the students on the waiting list are kindergarten age. The majority of the students on the waiting list are zoned for schools in Frostproof or Lake Wales. The ending waiting list for 2006-2007 included the following:

**Waiting List Data
2006-2007**

Grade Level	# of Students on Waiting List	Current Enrollment by Grade Level
KG	9	98
First Grade	6	78
Second Grade	1	71
Third Grade	6	81
Fourth Grade	3	73
Fifth Grade	0	67
Total	25	468

2C. Is the school governance sound and professional in performing the governance duties of the charter school?

DRFBPE is a member of The Lake Wales Charter Schools, Inc. (LWCS) and is governed by a seven member Board of Trustees. The board officers consist of a chairman, co-chairman, treasurer, and secretary. The Board of Trustees holds a board work session and a board meeting once per month. Monthly meetings are scheduled annually and approved by the board.

The board has chosen to hire a superintendent to oversee the five member schools and a central office staff. The central office staff includes the following positions: Superintendent, Chief Financial Officer, Director of ESE, and a limited number of other support positions.

The LWCS administrators developed, and the board approved, a personnel manual for all LWCS employees; procedures for parent and staff grievances; hiring/relocation procedures for securing and maintaining highly qualified teachers; and use the employee evaluation system approved for use by the State of Florida DOE and the Polk County School System.

DRFBPE had no formal complaints go before the Trustees during the first three years of operation.

DRFBPE has an active PTO and SAC committee. Annually DRFBPE sends out the PCSB Parent/Teacher surveys as well as the LWCS Parent/Teacher surveys. The results of these surveys are reviewed by our SAC committee and staff as well as the Board of Trustees and Superintendent.

2D. Are the professional staff of the charter school competent and resourceful?

The professional staff at Dale R. Fair Babson Park Elementary is competent and resourceful. The table below shows the number of professional staff members and the number of newly hired staff members.

Professional Staff

	Instructional Staff	New Instructional Staff	Admin Staff	New Admin Staff	Total Professional Staff
2004-2005	36	9	2	0	38
2005-2006	36	3	2	0	38
2006-2007	36	3	2	0	38

This table shows the percentage of teachers at each degree level. The school has exceeded the district in percentage of teachers who hold a master’s degree or higher.

Percentage of Teachers by Degree Level

*Current NCLB School Accountability Report – not available

		% Bachelor’s	% Master’s	% Specialist	% Doctorate
2004-2005	DRFBPE	70.0	30.0	0.0	0.0
	District	77.4	21.5	0.6	0.4
	State	65.2	32.1	1.7	1.0
2005-2006	DRFBPE	75.9	24.1	0.0	0.0
	District	77.3	21.6	0.6	0.5
	State	65.7	31.5	1.9	0.9
*2006-2007	DRFBPE				
	District				
	State				

The following table shows the percentage of core academic classes taught by teachers in-field compared to the percentage of classes taught by teachers teaching out-of-field. Dale R. Fair Babson Park Elementary exceeded the district percentage in both years.

**Core Academic Classes
(Percentage being taught by in-field/out-of-field teachers)**

		% of classes with teachers teaching in-field	% of classes with teachers teaching out-of-field
2004-2005	DRFBPE	86.2	13.8
	District	80.0	20.0
	State	94.5	5.5
2005-2006	DRFBPE	98.8	1.2
	District	78.6	21.4
	State	92.6	7.4
2006-2007	DRFBPE		
	District		
	State		

The following table shows the percentage of classes not taught by “Highly Qualified Teachers” in core academic subjects. The school cannot explain the increase in the percentage during the 2005-2006 school year and disagrees with the data. To be out-of-field a teacher must not hold a bachelor’s degree and/or not be certified in the area they are teaching. The previous chart shows that only 1.2% of the core academic classes were taught by out-of-field teachers. Other than one self-contained ESE teacher, there were no other core academic subject teachers that were out-of-field and/or not highly qualified.

**Core Academic Classes
(Percentage of classes not taught by Highly Qualified teachers)**

		% of classes not taught by highly qualified teachers
2004-2005	DRFBPE	6.9
	District	15.1
	State	8.0
2005-2006	DRFBPE	19.3
	District	16.1
	State	10.4
2006-2007	DRFBPE	
	District	
	State	

***All teacher qualification data shown in the four previous charts was taken from the 2004-2005 & 2005-2006 NCLB Reports located on the PCSB website. The 2006-2007 NCLB Report was not available at time of renewal.**

Evidence that staff has met or made significant progress relative to the performance goals of the school’s accountability plan.

The staff has worked hard to reach the goals in the school’s accountability plan as evidenced by the high achievement on the FCAT and the school’s grade of A.

**See 1A and 1B for documentation of this progress.*

Evidence that professional staff have performed capably

Staff evaluations were conducted each year in accordance with PCSB Staff Evaluation Procedures and 100% of the staff has received at least satisfactory ratings.

**See Opening Site visit reports and independent audit reports for documentation that evaluations have been performed. Samples are available upon request as well.*

Formal complaints against the school/staff

The school administration is aware of only one complaint that has been processed through the PCSB’s Choice Office and that was in relation to a parent who was upset with the principal. A copy of the letter was sent to PCSB members and Dr. Clint Wright, Superintendent of LWCS. Dr. Wright did respond to the parent’s letter but no further action was taken.

Teacher Retention and Recruitment

The school has experienced a small turnover rate since converting to a charter school. The table below shows the staff changes at the end of the 03-04 school year and then during the three years of the charter contract.

**Staff Turnover Data
2004-2006**

Staff Type	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	New	Left	New	Left	New	Left	New	Left	New	Left
Instructional	NA	6	8	5	3	4	3	2	2	NA
Paraprofessional	NA	3	7	5	4	1	1	0	0	NA
Secretarial	NA	1	1	0	0	1	1	1	1	NA
Administrative	NA	0	0	0	0	0	0	0	0	NA

Notes:

2003-2004 (end of school year prior to charter conversion)

Instructional: 1 retirement; 1 moved out of county, 1 moved out of country, 2 moved to high school level, 1 moved to district school due to charter conversion.

Non-instructional: 1 secretary moved out-of-county, 1 para became DRFBPEPE coach, 2 paras stayed with district in Pre-K

2004-2005 (first year as charter conversion)

Instructional: 1 teacher retired, 2 teachers became stay-at-home moms, 1 teacher transferred back to the district, 1 media specialist transferred back to the district.

Non-instructional: 1 para-specific (1 year only), 2 paras resigned, 1 para released, 1 para transferred back to the district.

2005-2006 (second year as charter conversion)

Instructional: 1 teacher moved to private school, 1 teacher resigned to stay at home, 1 music teacher transferred to Brigham Academy, 1 PE teacher failed to get certification and moved back to para position..

Non-instructional: 1 secretary took position at her church, 1 para resigned to stay home.

2006-2007 (third year as charter conversion)

Instructional: 1 teacher retired. 1 teacher moved out of state, 1/2 time alpha unit converted to 1/5 alpha unit and shared by all LWCS.

Non-instructional: 1 secretary took position at her church

On-going Staff Development

The school has continued to provide staff development in the areas of reading and math. Dr. Richard Culyer continues to train for this school (5-7 days per year) as well as other days for all PCSB Culyer schools. The staff participated in math facts training at the beginning of the 2006-2007 school year and a school-wide math facts program will be implemented during the next two school years. Teachers will be provided with two days of intensive training during the 2006-2007 school year for the Riverdeep Reading & Math software program. This software was purchased to replace the outdated Compass software
**Teacher inservice records, sign-in sheets, and other information available upon request.*

3. Is the school faithful to the terms of its charter?

3A. Have the school's programs and operation been consistent with the terms of its charter?

This question has been addressed extensively in the responses to 1A and 1B. The data has been outlined and student achievement evidence has been provided.

Educational Program and Curriculum Objectives

Dale R. Fair Babson Park Elementary School's charter focus was a core curriculum that focused on the "basics" of teaching and learning. Under the charter law a school can opt to continue and expand on a current program. DRFBPE chose to expand on the basic curriculum reading and math program that has been successful in the past. The result of this focus on the basics is higher student achievement (*see 1A and 1B for details regarding student achievement*).

Reading: DRFBPE has continued to expand and enhance its Culyer Reading program. Data is collected weekly through the use of Group Analysis Charts and students take an IRI at the end of each school year beginning in 1st grade. This data is monitored constantly to ensure that each student is working at the appropriate instructional level.

Language and Communication Skills: A school writing committee developed a school-wide writing program. This writing program was implemented during the 2004-2005 school year and has been monitored, reviewed, and revised annually. School-wide writing prompts are administered three times during the school year and the data is used by teachers to determine individual needs of each student. Other tools used to teach language and communication skills include daily journals, research reports, response logs, editorials, poetry, speeches, letter writing, and informational summaries.

Mathematics: Culyer strategies are being implemented annually to enhance the instruction of mathematics basics in the classroom. An IMI (Initial Math Inventory) is being developed as well as math Concept Cards and vocabulary lists. The Sunshine Math Program is used at each grade level to encourage students to think logically and to solve problems. A math facts program has been implemented at the school and will begin with 1st and 2nd grade and will then expand to the 3rd, 4th, and 5th grade. All math teachers and support personnel participated in math facts training prior to the start of the 2006-2007 school year.

Science: A science lab has been created at the school. Thanks to a donor and several science grants the lab received much needed materials and equipment. A half-time science lab teacher was hired during the first year of charter and that teacher works with 3rd, 4th, and 5th grade students on a weekly basis. The science

program focuses on the “outdoor” classroom. Students learn about the environment and are involved in inquiry-based learning through the following projects:

- Butterfly gardens – butterflies are grown and released
- Biodiversity Habitats – students work at a conservation area provided by Rinker Materials and work with projects provided by the Ridge Audubon Center.
- Area Wildlife – students are exposed to local wildlife through cooperative programs with the two local high schools and other local wildlife services (Fish & Game Commission, private owners).
- Conservation – 5th grade student maintain three separate scrub trails in the community and provide information regarding the plant and animal life contained within the conservation area. Students also clean and maintain the trails for community use.

Social Studies: Students participate in the National Geography Bee, The E-Team competition, and classroom activities such as role-playing and simulations. An emphasis is placed on Florida History and the students study the geography of Florida as well as the earliest Floridians, early explorations and settlements, and the statehood of Florida. Students participate in Memorial Day and Veteran’s Day observances as well as community events such as Lake Wale’s Pioneer Day and Webber’s International Day (Liberty).

Exposure to Foreign Language: Students are exposed to Spanish through the use of classroom activities and the “Spanish Word of the Day” hosted by the Gnat News Team. The initial charter application indicates that DRFBPE was going to implement a Spanish curriculum but this was not possible considering the strong focus on the core curriculum basics. The staff has decided that exposure to other world cultures would be more suitable for our clientele and is seeking approval from the PCSB to remove the Spanish curriculum from the DRFBPE contract.

Physical Education: The PE department is going back to the basics as well. Students are participating in calisthenics and learning the rules and skills associated with sports and games. Students participate in teaching sessions where the basics of games are taught and then practice individual skills before taking on a real game. Students also learn more about lifetime fitness and are encouraged to walk or run each day through the Runner’s Club.

Visual Arts & Music: DRFBPE always has a strong music program that includes chorus and strings. Strings has always been offered in 5th grade only but beginning with the 2004-2005 school year the strings program began including 4th grade students. Students in 4th and 5th grade also have the opportunity to participate in chorus which requires additional rehearsals and performances. The 2005-2006 school year also saw a return of school plays to DRFBPE. School plays had been discontinued in the previous years due to the time taken away from classroom instruction. The art program was expanded to include a full teaching unit so that students can participate in art class weekly. The school hosted its 1st Annual Student Art Show during the 2005-2006 school year and will continue this program each year. Students are taking field trips to the Lake Wales Art Center and are participating in community art events such as “Soup Bowls.”

Integration of Character Education: Students are encouraged to be the best citizens they can be by the school’s character education program. The staff has developed a school-wide discipline plan that not only contains school rules, but also addresses special programs such as Super Gnat assemblies, being “In the Gnat,” and the Pat-a-Gnat-on-the-Back Award. Through all of these programs students learn to be cooperative, respectful, honest, compassionate, and responsible. After Hurricane Katrina several students created a lemonade stand to help raise money for Katrina victims. The lemonade stand was featured on Charlie’s World (Charlie Belcher – Fox 13) and as a result led to a school-wide effort to collect donations

for the American Red Cross. The school presented a check to the Red Cross for more than \$2,000 at a special program.

Integration of Technology throughout the Curriculum: Technology has continued to be a key tool in student learning. The Compass computer lab has been updated with new computers as well as the new Riverdeep software. Student computers have been added to the classrooms for instructional use. Students will have access to the Riverdeep software at home so that they can continue to learn and practice the needed reading and math skills. A full-time Network Manager was hired to maintain and operate the computer lab and classroom computers as well as oversee the instructional needs of the staff and students.

Integration of Career Paths throughout the Curriculum: Students learn that school is their first job. Students participate in “Career Days” and “Take Your Child to Work Day.” The school started a “Take Your Parent to School Day” where parents work along with their child and learn about the students’ “job.” The school also participates in The Great American Teach-in each year.

Parental Involvement: Parents are given a parent handbook and sign a School/Parent/Student Contract that outlines the expectations of each. Parent input is important and therefore the PCSB parent survey is administered annually as well as a LWCS parent survey. The data indicates that parents are satisfied with the progress of the school and their child. This information can be found in the 2004-2007 Accountability Plan Results Report that details the results of the parent survey.

Community Involvement: The community has been actively involved in programs that support the student and the staff at the school. A mentoring program was established where staff and community members serve as mentors to students who need the additional adult support. The surrounding communities have participated in community tutoring programs held at local churches and centers. Each grade level and specials area is currently sponsored by at least two business partners who donate \$200 annually to help support the needs in those classrooms.

Innovative Approach: DRFBPE’s innovative piece is called the Early Childhood Readiness and Support Program. The program has been funded during the three years of the charter contract by a private donor. The program provides a certified teacher and paraprofessional to work with kindergarten students who are not prepared to begin kindergarten. These students are identified in the first few weeks of the school year and are referred to this program where they will begin learning the preschool skills and behaviors they are lacking. Students work in a separate classroom during their assigned time and return to the class afterward. Students usually participate in the program for the full school-year and are then prepared for a regular year of kindergarten the next year. In some cases students move out of the program during the year and return to the regular kindergarten program.

3B. Is the school within the bounds of applicable statutory and regulatory requirements?

SPECIAL EDUCATION

ESE Staff

All members of the ESE staff at DRFBPE are certified and highly qualified. The follow table lists staff by the number and type of ESE units.

ESE Staff

School Year	# of ESE Instructional Staff	# of ESE Non- instructional Staff
2006-2007	1 – EMH/TMH Self-contained Teacher	1 – ESE VE Para
	2 – ESE VE Teacher	1 – EMH/TMH Para
2005-2006	1 – EMH/TMH Self-contained Teacher	1 – ESE VE Para
	2 – ESE VE Teacher	1 – EMH/TMH Para 1 – Para Specific
2004-2005	1 – EMH/TMH Self-contained Teacher	1 – ESE VE Para
	1 – ESE VE Teacher	1 – EMH/TMH Para

*Note: The EMH/TMH unit was moved to Hillcrest Elementary beginning with the 2007-2008 school year.

ESE Students Served

DRFBPE has served a large number of ESE students over the years in relation to its student population size. During the 2005-2006 school year and the 2006-2007 school year a large number of ESE students were in the 5th grade and therefore the # of ESE students at DRFBPE has declined. The following table documents the ESE enrollment during the contract term.

of ESE Students served at DRFBPE

School Year	# of ESE Students Served
2006-2007	79
2005-2006	84
2004-2005	97

Student Withdrawals/Reasons

The number of ESE withdrawals does not appear to be out of the ordinary. Students have withdrawn for the usual reasons: did not enter, moved out of zone, moved out of county/state, etc. One student was placed in a PCSB ESE program after it was determined that the program would better meet his needs.

Services and Compliance

ESE students at DRFBPE have been provided programs implemented in accordance with federal, state and local policies and procedures and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, SS1000.05, ss1003.57, ss1001.42 (4)(1) and ss1002.33, Florida Statute (2003) , and Chapter 6A-6 of the State Board of Education Administrative Rule. DRFBPE has delivered all educational and related services indicated on the student's Individual Education Plan (IEP) and have kept all IEP's up-to-date as indicated in the Quarterly Site Visit Reports. Speech/Language, Occupational Therapy and Physical Therapy have been provided through a contractual agreement with Our Children's Rehabilitation, Winter Haven, Florida. Services for the Visually Impaired and Hearing Impaired have been provided through a contract with PCSB ESE Department. Mental Health Services are contracted with Winter Haven Hospital/Sweet Center. The PCSB Psychological Services has provided a Psychologist to conduct the evaluation of students referred for potential ESE placement and for the re-evaluation of ESE students in accordance with federal and state mandates. The PCSB ESE has also provided a Staffing Specialist to serve as the Local Education Agency (LEA) Representative. The Staffing Specialist conducts initial placement IEP meetings as well as provided compliance training for our teachers. DRFBPE ESE

teachers have taken the Excent and Matrix Trainings offered by PCSB ESE department. All ESE teachers are certified, in-field, and highly qualified.

State Program Review Audits

To date the state has not conducted any audits at DRFBPE.

LIMITED ENGLISH PROFICIENCY

The school has not served more than 1-3 students, identified as LEP, at any given time during the contract period. Every attempt is made to place these students in a regular education class with a teacher who is ESOL certified. Teachers make appropriate accommodations as needed and all ESOL students, like other students, are placed according to their instructional level in reading.

STUDENT LEARNING TIME

DRFBPE utilizes the same school year calendar as adopted by the PCSB with the exception of the staff development/teacher work days. Students attend 180 days of school per year as required by law. The school hours have remained the same as they were before charter conversion.

DRFBPE conducts an after-school tutoring program from January through the end of February to provide additional support and instruction to those students who need additional help prior to the FCAT.

The LWCS system conducts its own summer academy for 3rd grade students who fail the FCAT. Each of the LWCS elementary schools send students to the designated summer program as needed. Approximately 2-4 students from DRFBPE participate each year. The low number is due to the high passing rate of DRFBPE 3rd grade students on the FCAT.

During the summer of 2007 DRFBPE conducted a summer program for students being promoted to the 1st, 2nd, and 3rd grades that still needed extra academic work prior to the new school year. Students were provided educational field trips, swimming trips (3 days per week), tutoring, sports clinics (golf, cheerleading, baseball, etc.), reading time, and computer lab time.

STATE TESTING REQUIREMENTS

DRFBPE participates in the state-mandated FCAT as well as the SAT/10 in grades 1 & 2. For more information about the school's FCAT & SAT/10 data refer to section 1A and 1B.

Percent Tested – FCAT-SAT/10

Test	School Year	Percent Tested
FCAT	2006-2007	100
	2005-2006	100
	2004-2005	100
SAT/10	2006-2007	100
	2005-2006	100
	2004-2005	99

STUDENT DISCIPLINE

DRFBPE follows the PCSB Code of Student Conduct. The school-wide discipline plan requires teachers to monitor behavior in the classroom and to communicate with both the student and parent when needed. Students are only referred to the office after exhausting the classroom discipline plan or after committing a Serious Breach of Conduct. Suspension data is provided below in the following table.

**Student Discipline 2004-2007
Suspension Data**

Disciplinary Action	2004-2005	2004-2005	2005-2006	2005-2006	2006-2007	2006-2007
	Count	%	Count	%	Count	%
Student Intervention Center (ISD)	184	48.0	239	57.2	198	53.7
Out-of-School Suspension (Short term)	70	18.3	63	15.1	79	21.4
Out-of-School Suspension (Long term)	3	0.78	2	0.48	1	0.27
Bus Privileges Suspended	34	8.88	23	5.50	30	8.13
Total Incidents for School Year	383	75.96	418	78.28	369	83.5

Health & Safety

Since DRFBPE is a conversion charter school health inspections are conducted in conjunction with PCSB facilities department. These inspections include fire, health, asbestos, safety, and building inspections. Copies of inspection reports are kept on file at the school and are available at the PCSB district office as well. The Certificate of Occupancy is maintained by the PCSB.

There have been a few incidents in which a student has possessed a knife or similar dangerous object (no guns) on campus. These incidents have been addressed with out-of-school suspensions. There have been no incidents requiring an expulsion.

No complaints have been received by the school regarding allegations of harassment or discrimination. There were two incidents of student harassment during the 2006-2007 school year. These incidents were handled according to the Code of Student Conduct.

Legal

There has been no legal action taken or legal action threatened against the school during the term of the current contract. Occasionally, the school is served with subpoenas and/or subpoenas duces tecum, in person or by mail, or both. In the event we are served, subpoenas in person or by mail, we follow specific procedures. The subpoena request is date stamped and forwarded to the principal and superintendent. The principal or his/her designee discuss the request, determine what needs to be done to effect compliance, and action is undertaken to comply with the request.

Technology

DRFBPE contracts with the PCSB for service connection so that the school has access to Genesis, SAP, Elegrade, and the other management programs used by the PCSB.

Media Services

The school Media Specialist works and trains with the Media Services Department at the PCSB to ensure that all media policies and procedures are followed and that the school is compliant with copyrighted materials and software licenses.

Confidentiality

DRFBPE elected to follow the PCSB policies and procedures regarding student record confidentiality and responding to subpoenas. Those policies and procedures are already in place at the school.

Code of Conduct

DRFBPE has elected to use the PSCS Elementary Code of Student Conduct.

Anti-discrimination Protocol

DRFBPE is in compliance with all civil rights legislation. Non-discrimination policies are included in enrollment packets and the LWCS Personnel Handbook. It is LWCS policy that DRFBPE maintain a system free from discrimination on the basis of race, sex, religion, marital status, or any other proscribed basis under state and federal laws.

4. If the school's charter is renewed, what are its plans for the five years of the next charter?

4A. Founding Charter

The goals and programs set forth in the founding charter have served the staff, students, and parents of DRFBPE well. The school continues to thrive as one of the top performing elementary schools in Polk County and parents and staff have both indicated on surveys their happiness with the direction of the school program and the education of the children. DRFBPE originally chose to focus on a strong academic program and will continue to do so in the next five years.

Strengths

- The school staff has a strong commitment to high student achievement and student success.
- The school community supports the school and provides resources to ensure student success.
- Parents support the school by volunteering to assist with many different areas of the operation including classrooms, events, and more.
- The student body believes in success and works hard to be successful.
- Culyer reading strategies are the backbone of the reading program.
- The reading materials and our teacher-created writing program were developed at the school level by school staff and therefore the staff takes responsibility for the success of those programs.
- Additional resources allocated to kindergarten and first grade ensure that students do not “slip through the cracks” and make it to 3rd grade before a problem is identified and/or the child is retained due to FCAT. Support needs to be given as early as possible.
- Strong support through the Lake Wales Charter Schools Foundation, provides grants and funds for programs that would not otherwise be possible.

Areas of Improvement/Need

- The financial shortfall each year creates a challenge for budgeting purposes. Deficit reduction will continue to be a priority.
- Maintain the class size law without negatively impacting student achievement and the budget.
- Revise the founding charter to be more in-line with the curriculum design of the school (i.e. removing the Spanish language curriculum, etc.)
- Expand our circle of influence to meet the needs of pre-school age children.

4B. Accountability Plan

The 2007-2012 Accountability Plan is attached to this document. The accountability plan addresses the goals of the school based upon the founding charter. DRFBPE's goals are based upon data from the FCAT and the SAT/10. The FCAT is based upon Florida's Sunshine State Standards (SSS) and therefore the FCAT related goals for the school are targeted towards the SSS. The other goals developed in the accountability plan include those based on SAT/10 data and those based on internal data such as the IRI. The SAT/10 data allows us to select reading and math goals based on the SSS. The IRI data allows us to monitor reading progress by student and to adjust the student's reading level accordingly.

4C. Dissemination of School's Effective Elements and/or Programs

DRFBPE continuously monitors and reviews student progress and program success. Grade level teams meet weekly and the Faculty Advisory Committee meets on a regular basis. Committees have also been formed that review data for program effectiveness. The school data is reviewed by the SAC each year. Parents and community members are invited to the Lake Wales Charter Schools Expo each year where the schools are showcased.

FCAT

The FCAT scores and school grades provide feedback for both student success and program success. The results are reviewed for individual students as well as by grade level. These results help us to plan instruction for the upcoming year and allow us to make any needed changes in the curriculum, to provide additional staff development if needed, or to make instructional staff changes.

IRI Data

The individual student data from the IRI is reviewed each year by Dr. Culyer and the results are reported in "An Analysis of IRI Data for Dale R. Fair Babson Park Elementary School." This report provides grade level data and historical data. The report allows us to address the specific needs of our students and/or the strength of our reading program at each grade level. The administrative team meets to review this report and make changes in the program when needed. Dr. Culyer also does a presentation of the data and the report for the SAC annually.

Writing Data

The FCAT writing data and the internal writing assessment provide us with school-wide data that is used to determine student needs. The internal data is reviewed to see if the writing program is effective. Each year a writing committee reviews student data and feedback from teachers regarding the writing program. Decisions are made and changes are implemented based on the committee's recommendations.

Discipline

The discipline committee meets several times at the beginning of the school year and throughout the year when needed to review student discipline data. Feedback from the teachers regarding the school-wide discipline plan is considered and changes are made and implemented if needed. The discipline committee is responsible for setting policies and procedures for other school activities such as recess and lunch time.

4D. Facilities

DRFBPE is a charter conversion school and will therefore continue to occupy the DRFBPE campus. There are currently no planned changes in the facilities, although the school's SAC has recommended adding grades 6-8 in the future. This would require new facilities and there has been discussion between the school administration and the PCSB facilities department regarding the possibility of future expansion. New facilities would not only offer another middle years option for parents in the neighboring communities, but would allow the school and the facilities department to eliminate some of the safety concerns with the design of the campus.

5. Please attach the results of any independent review of the school (studies, surveys, SACS accreditation documentation, or other evaluations) that may shed light on the school's performance during the term of its charter?

DRFBPE has been a Five Star School for the last nine years (out of ten possible). The Five Star School Award is presented annually to schools that have demonstrated exemplary community involvement. There are five categories for Five Star consideration and a school must document 100% achievement in each of those categories. The categories are: Business Partnerships, Family Involvement, Volunteerism, Student Community Service, and School Advisory Councils.

DRFBPE has been recognized as an "A" School for three of the last four years including the two years as a charter school. DRFBPE has also made AYP the past three years.

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Mission Statement

“Making a difference today for a better world tomorrow”

Dale R. Fair Babson Park Elementary School’s goal is to ensure that each student achieves his or her academic potential and becomes secure as an independent learner and critical thinker within a diverse community.

Dale R. Fair Babson Park’s innovative and rigorous standards-based curriculum is designed to develop each student’s potential, emphasizing reading and character development. The school’s Early Childhood Readiness and Support Program will prepare preschool children for entrance into kindergarten and educates parents to be their child’s first teacher. In addition, the school’s Kindergarten Support Program engages each individual student in the learning process. The Support Program meets the needs of children challenged by the kindergarten program. Students not prepared for first grade will remain in a two-year kindergarten program in order to provide them with enough time to master the skills required for first grade academics.

Dale R. Fair Babson Park’s goal is for students to become lifelong readers and critical thinkers. There is a school-wide belief that reading is the cornerstone of the educational process and that students need to be able to read above their current grade level in order to be successful. Therefore a school-wide reading program was implemented to assure that the fundamental skills are mastered, providing building blocks for academic and technical advancement throughout a student’s educational experience.

Dale R. Fair Babson Park Elementary implemented the researched-based Culyer Reading Strategies school-wide to ensure a sequential developmental reading curriculum, enabling all students to attain the Sunshine State Standards through mastery-based instruction. In addition, the school offers enhanced math, writing, and hands-on science instruction.

The school is currently in the implementation phase of the research-based Culyer Math Strategies. The goal of this project is to provide a seamless and sequential math curriculum across the grade levels. This program will ensure that students have the opportunity to master the skills and concepts required by the Sunshine State Standards.

The Character Education Program is integrated throughout the curriculum and is critical in the development of successful, productive, and well-adapted citizens for life. Babson Park also offers a curriculum that introduces students to career path choices that reflect the future employment opportunities available in the local community.

To enhance communication between parents and teachers, Dale R. Fair Babson Park Elementary provides frequent parent-teacher conferences, weekly communication reports, and parent training so that parents can be an integral part of their child’s education. The staff has also increased exposure to and use of community activities, business partners, and the area’s natural resources.

Dale R. Fair Babson Park Elementary has created a safe environment where teachers, parents, and members of the community can guide our children to become independent learners who develop the life skills of friendship, curiosity, problem solving, organization, sense of humor, caring, cooperation, responsibility, initiative, perseverance, patience, respect, integrity, effort, pride, flexibility, and courage. From their education at Dale R. Fair Babson Park Elementary, students will be prepared to be lifelong learners and productive citizens.

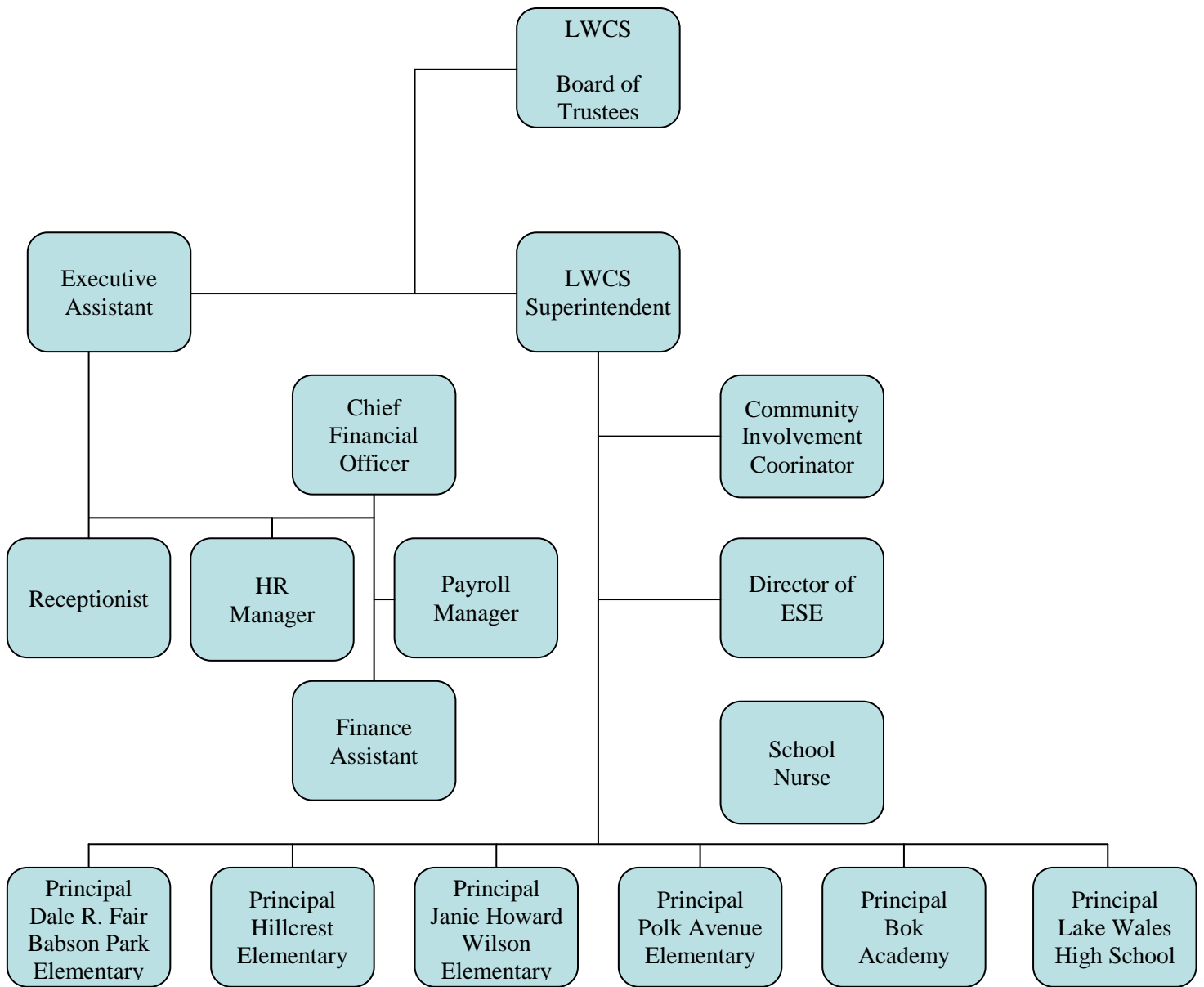
**DALE R. FAIR BABSON PARK ELEMENTARY
2006-2007 SCHOOL CALENDAR**

Teacher Work Days (August 2 nd – Staff Development Day)	Monday-Friday, July 31-August 4, 2006
Staff Development Day	Wednesday, August 2, 2006
Student Orientation Day/Paraeducators First Work Day	Thursday, August 3, 2006
FIRST DAY OF SCHOOL FOR STUDENTS	Monday, August 7, 2006
PTA Board Meeting (1 st meeting)	Thursday, August 10, 2006
PTA Back-to-School Parent Workshop (4 th -5 th grades)	Thursday, August 17, 2006
Staff Development Day/Student/Para Holiday	Wednesday, August 23, 2006
PTA Back-to-School Parent Workshop (2 nd – 3 rd grades)	Thursday, August 24, 2006
PTA Back-to-School Parent Workshop (KG – 1 st grade)	Thursday, August 31, 2006
Holiday – Student, Teacher (Paid), Paraeducators (Paid)	Monday, September 4, 2006
Interim Reports	Thursday, September 7, 2006
Holiday (Trade-out) – Teacher /Student/Para Holiday	Friday, October 6, 2006
FTE Week	Monday - Friday, October 9-13, 2006
End of 1 st 9-Week Grading Period	Wednesday, October 11, 2006
Grades Due	Friday, October 13, 2006 at noon
Distribute Report Cards (9 Weeks)	Thursday, October 26, 2006
Holiday – Student, Teacher, Paraeducator (Veterans' Day)	Friday, November 10, 2006
Interim Reports	Tuesday, November 14, 2006
Holiday-Student, Teacher, Para (Paid 11/23 & 11/24)	Week of November 20-24, 2006
Storm Days (Make-up days, if needed)	Monday-Tuesday, November 20 & 21, 2006
Last School Day before Winter Holidays/End of 1st Semester	Thursday, December 21, 2006
Storm Day (Make-up day, if needed)	Friday, December 22, 2006
Holiday – Student, Teacher (Paid), Paraeducator	Tuesday, December 26, 2006
Teacher Workday (Storm make-up day, if needed for students)	Wednesday, January 3, 2007
Students and Paraeducators Return After Winter Holidays	Thursday, January 4, 2007
Grades Due	Thursday, January 4, 2007 at noon
Holiday – Student, Teacher (Paid), Paraeducator (Paid)	Monday, January 15, 2007
Distribute Report Cards (9 weeks)	Wednesday, January 17, 2007
Interim Reports	Tuesday, February 6, 2007
FTE Week	Monday – Friday, February 5-9, 2007
FCAT Writing Assessment	Tues. & Wed., February 6 & 7, 2007
Holiday – Student, Teacher (Paid), Paraeducator	Monday, February 19, 2007
FCAT Testing	February 26 – March 9, 2007
FCAT Celebration	Friday, February 23, 2007
End of 3 rd 9-Week Grading Period	Friday, March 9, 2007
Staff Development Day/Student/Para Holiday	Monday, March 12, 2007
Grades Due	Tuesday, March 13, 2007 at noon
Distribute Report Cards (9 Weeks)	Friday, March 23, 2007
SPRING HOLIDAYS	Monday-Friday, March 26-30, 2007
Holiday (Trade-out) – Teacher /Student/Para Holiday	Friday, April 6, 2007
Interim Reports	Friday, April 20, 2007
End of 4 th 9-Week Grading Period - Last day for students/paras	Tuesday, May 22, 2007
Teacher Work Days	Wednesday & Thursday, May 23 & 24, 2007

Storm Make-Up Days will be used in the following order: Nov. 20, Nov. 21, Dec. 22 and Jan. 3.

Reminder: Non-refundable travel tickets should not be purchased in the event that Storm Days are used as Student Attendance Days and/or Teacher Work Days.

LWCS ORGANIZATIONAL CHART



LWCS Board of Trustees
Current

Joyce Otte	Chairman	CPA
Clint Horn	Vice-chairman	Retired Business Manager
Cassandra Denmark	Trustee	Polk Sheriff's Office
Gail Crum	Trustee	Teacher, DRF Babson Park
Robin Gibson	Trustee	Attorney
Terrye Howell	Trustee	City Commissioner
David Ullman	Trustee	CPA

Non-trustee officers

Brian Fisher	Treasurer	CFO - LWCS
Sue Medders	Secretary	Executive Assistant

2006-2007

**DALE R FAIR BABSON PARK ELEMENTARY (1421) POLK, (53)
815 NORTH SCENIC HIGHWAY, BABSON PARK, FL 33827
School Phone: 8636784664, Principal: KENNETHAHENSON**

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	<p style="text-align: center;">A</p> <p>This grade is calculated by adding points earned from each of the performance areas below.</p>	<p style="text-align: center;">100 % of criteria satisfied Yes</p> <p>This percent is based on a total of 39 criteria that every school must meet, if applicable.</p>
Reading	<ul style="list-style-type: none"> • 88% of students reading at or above grade level • 70% of students making a year's worth of progress in reading • 81% of struggling students making a year's worth of progress in reading 	<p>All subgroups met this criteria.</p>
Math	<ul style="list-style-type: none"> • 81% of students at or above grade level in math • 65% of students making a year's worth of progress in math • 52% of struggling students making a year's worth of progress in math 	<p>All subgroups met this criteria.</p>
Writing	<ul style="list-style-type: none"> • 95% of students are meeting state standards in writing. 	<p>This school has met this criteria.</p>
Science	<ul style="list-style-type: none"> • 53% of students at or above grade level in Science. 	
Possible Choice Options	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • DALE R FAIR BABSON PARK ELEMENTARY has met federal adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 863-534-0521 for other choice options available to you. 	

School Efficiency Indicator for 2006-2007 relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.

No ROI Data

2005-2006

DALE R FAIR BABSON PARK ELEMENTARY (1421) POLK, (53)

815 NORTH SCENIC HIGHWAY, BABSON PARK, FL 33827
 School Phone: 8636784664, Principal: KENNETHAHENSON

Subject	State of Florida A+ Plan	<u>Federal No Child Left Behind Act</u>
School Grade	<p style="text-align: center;">A</p> <p>This grade is calculated by adding points earned from each of the performance areas below.</p>	<p style="text-align: center;">100 % of criteria satisfied Yes</p> <p>This percent is based on a total of 39 criteria that every school must meet, if applicable.</p>
<p>Reading</p>	<ul style="list-style-type: none"> • 89% of students reading at or above grade level • 58% of students making a year's worth of progress in reading • 50% of struggling students making a year's worth of progress in reading 	<p>All subgroups met this criteria.</p>
<p>Math</p>	<ul style="list-style-type: none"> • 87% of students at or above grade level in math • 73% of students making a year's worth of progress in math 	<p>All subgroups met this criteria.</p>
<p>Writing</p>	<ul style="list-style-type: none"> • 93% of students are meeting state standards in writing. 	<p>All subgroups met this criteria</p>
<p>Possible Choice Options</p>	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • DALE R FAIR BABSON PARK ELEMENTARY has met federal adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 8635340521 for other choice options available to you. 	
<p><small>**Title I refers to the federal law that provides funding for low-income students. A school is considered Title I when at least: 35% (targeted assistance) or 40% (school wide) of its students are eligible for free or reduced-price lunch based on their families' income levels.</small></p>		
<p>School Efficiency Indicator for 2005-2006 relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.</p>		
<p>No ROI Data</p>		

2004-2005

DALE R FAIR BABSON PARK ELEMENTARY (1421) POLK, (53)

815 NORTH SCENIC HIGHWAY, BABSON PARK, FL 33827
 School Phone: 8636784664, Principal: KENNETHAHENSON

Subject	State of Florida A+ Plan	<u>Federal No Child Left Behind Act</u>
School Grade	<p style="text-align: center;">A</p> <p>This grade is calculated by adding points earned from each of the performance areas below.</p>	<p style="text-align: center;">100 % of criteria satisfied Yes</p> <p>This percent is based on a total of 30 criteria that every school must meet, if applicable.</p>
<p>Reading</p>	<ul style="list-style-type: none"> • 85% of students reading at or above grade level • 62% of students making a year's worth of progress in reading • 52% of struggling students making a year's worth of progress in reading 	<p>All subgroups met this criteria.</p>
<p>Math</p>	<ul style="list-style-type: none"> • 83% of students at or above grade level in math • 59% of students making a year's worth of progress in math 	<p>All subgroups met this criteria.</p>
<p>Writing</p>	<ul style="list-style-type: none"> • 98% of students are meeting state standards in writing. 	<p>All subgroups met this criteria</p>
<p>Possible Choice Options</p>	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • DALE R FAIR BABSON PARK ELEMENTARY has met federal adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 8635340521 for other choice options available to you. 	
<p><small>**Title I refers to the federal law that provides funding for low-income students. A school is considered Title I when at least: 35% (targeted assistance) or 40% (school wide) of its students are eligible for free or reduced-price lunch based on their families' income levels.</small></p>		
<p>School Efficiency Indicator for 2004-2005 relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.</p>		
<p>No ROI Data</p>		

LWCS BOARD MEETING DATES

2004	2005	2006	2007	2008
July 12	January 10	January 23	January 22	January
July 26	January 24	February 13	February 12	February
August 8	February 14	March 20	March 19	March
August 9	March 14	April 17	April 23	April
August 30	March 28	May 15	May 21	May
September 20	April 11	June 19	June 18	June
October 4	April 25	June 29	July 16	July
October 11	May 9	July 17	August 20	August
October 25	June 27	August 21	September 17	September
November 29	July 25	September 18	October 15	October
December 13	August 8	October 23	November 19	November
	August 22	November 13	December 17	December
	October 17	December 18		
	November 14			
	December 12			

IRI RESULTS *
DALE R. FAIR BABSON PARK ELEMENTARY SCHOOL
SPRING, 2006

Grade	Silent Reading	Oral Reading	Instructional Level
1	1.27	2.68	1.22
2	.95	1.75	.93
3	1.74	2.00	1.62
4	2.01	2.68	2.06
5	1.39	1.83	1.36
Total (Grades 2-5)	1.47	2.04	1.44

Exceeded 10 of 12 expectations (by more than two months) in grades 2-5

Exceeded previous learning rates in 5 of 12 categories in grades 2-5

Note: When a school has high gains from year to year, it is extremely difficult to exceed its previous progress rates. A more accurate indication of school effectiveness then becomes the extent to which it exceeds expectations.

Boys = 1.31 gain in Instructional Level
 Blacks = 1.14 gain in Instructional Level
 Free/reduced lunch = 1.32 gain in Instructional Level

* Expectation = 1.00 year of growth annually.