

LAKE WALES HIGH SCHOOL



**Charter Renewal Application
August 2007**

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**LAKE WALES HIGH SCHOOL
CHARTER RENEWAL APPLICATION 2007
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1. Is the academic program a success?

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

Lake Wales High School (LWHS), a conversion charter school, measures growth and learning improvement as do all other secondary institutions within the Polk County Public Schools. In correlation with this form of measurement, the Office of School Choice designated the following schools as our comparative institutions for 2005-2006: Kathleen High School, Mulberry High School, and Ridge Community High School. On June 13, 2007, the Office of School Choice removed Ridge Community High School and added Bartow High School and STAR Charter School to the list of comparable schools. Tables 1 and 2 below provide each school's demographic information for the 2005-2006 and 2006-2007 school years.

Table 1 - Comparable Schools Demographic Information (2005-2006)

School	Enrollment	% Minority Rate	% Free and Reduced Lunch	Percent Tested	School Grade Total Points
Lake Wales HS	1,385	45	50	99	306
Kathleen HS	1,653	45	50	96	304
Mulberry HS	1,012	29	45	99	349
Ridge Community HS	1,385	65	51	98	292

Data taken from SPAR report and the School Accountability Report from the Department of Education

Table 2 - Comparable Schools Demographic Information (2006-2007)

School	Enrollment (taken from PCSB website)	% Minority Rate	% Free and Reduced Lunch	Percent Tested	School Grade Total Points
Lake Wales HS	1,357	45	52	97	441
Kathleen HS	1,644	49	56	98	409
Mulberry HS	965	33	50	97	462
**Ridge Community HS	1,581	67	58	98	396
*Bartow HS	1,287	40	45	98	440
*S.T.A.R. Charter	N/A	N/A	N/A	N/A	N/A

*These schools were added by PCSB as of June 13, 2007.

**This school was removed by PCSB as of June 13, 2007.

The STAR Charter School was designated by PCSB on June 13, 2007 as a comparable school for LWHS. Since LWHS is a traditional high school with about 1,400 students and STAR was a very small center for pregnant teens and mothers that is no longer in operation, we will not reference STAR Charter School again in this report.

The other schools involved in the comparison with LWHS will be referred to often throughout this renewal document. While comparable schools will be addressed, table 3 shows a comparison of all 12 traditional high schools in Polk County for 2006-2007:

Table 3

School	School Grade 2006-2007	School Grade Total Points	% Making Learning Gains in Reading	% Making Learning Grades in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math
George Jenkins High School	B	501	53	76	42	73
Lake Gibson High School	B	498	52	77	53	70
Mulberry High School	C	462	49	74	56	73
Lake Wales High School	C	441	48	76	51	78
Auburndale High School	C	441	44	74	37	70
Bartow High School	C	440	46	73	39	75
Lake Region High School	D	467	49	74	49	69
Lakeland High School	D	454	48	71	49	66
Winter Haven High School	D	411	44	69	41	66
Kathleen High School	D	409	43	69	51	64
Ridge Community High School	D	396	43	69	45	68
Haines City High School	F	381	46	66	50	68

The chart above is significant in demonstrating the success of the academic program at LWHS for several reasons:

In a year of increasing standards and a new school grading system, LWHS was one of only two traditional Polk County high schools to improve its school grade while three Polk County high schools declined.

It is also important to look at the performance of the Polk County middle schools that feed all of the above schools. Students who enter 9th grade at LWHS do so from Polk County middle schools that have earned mostly C grades over the past four years. Each of the past two years, approximately 75% of incoming freshmen scored a Level 1 or Level 2 on reading at a Polk County middle school in 8th grade. Yet LWHS earned a grade of C for 2006-2007. This is in contrast to a more predominant pattern in Polk County where most high schools are graded lower than their feeder middle schools. For example, Winter Haven and Lake Region High Schools both receive their students from middle schools scoring A, B, and C grades for the past four years, yet both of these high schools received a D grade this year. Also, Kathleen High School receives its students from middle schools that have received B and C grades for the past four years, yet KHS received a D this year. Lakeland High School receives students from schools earning A, B, and C grades for the past four years, yet LHS received a D this year. Haines City High School receives students from middle schools that received C grades for the past four years, yet HCHS received an F this year. These are a few of the examples that demonstrate a clear pattern of high schools throughout Polk County performing at a lower grade than their feeder schools. Lake Wales High School is a clear exception to this pattern, and this is a significant demonstration of the academic success at LWHS while receiving its students from Polk County feeder middle schools.

Since achievement levels are strongly correlated to demographics, feeder schools, and other outside factors, the State of Florida has added several learning gains components to the school grading system. These components have been listed in the table above to demonstrate the substantial academic success at LWHS in working with students at ALL levels. Learning gains are a measure of what a school does with each child in a specific year. **LWHS is at or near the top of all four learning gains categories for all 12 traditional high schools in Polk County.** It is significant to note there are three ways to demonstrate learning gains: increase a specified number of points, increase a level on FCAT, or maintain a level 3, 4, or 5. Of those schools listed above, many receive students already performing in levels 3, 4, or 5 and need only to maintain those levels to show learning gains. LWHS receives less than 25% of its students at these levels and must demonstrate most of its learning gains through the other two options.

Finally, it is important to note that all three of the traditional Polk County high schools that received a higher score than LWHS experienced significantly more favorable demographic statistics in addition to the superior performance of their Polk County middle schools as feeder schools. Table 4 shows a breakdown of this data for LWHS and the only three high schools that scored higher:

Table 4

School	% Free and Reduced Lunch	% Minority Rate
Lake Wales HS	52	45
George Jenkins HS	24	28
Lake Gibson HS	42	33
Mulberry HS	50	33

LWHS has consistently met a high percentage of AYP over the past three years when compared with all 12 traditional Polk County high schools. Table 5 shows that only one of these schools met a higher percentage than LWHS for 2006-2007.

Table 5

School	AYP % 2006-2007
Mulberry HS	90
Lake Wales HS	77
Lake Gibson HS	77
Bartow HS	74
Lake Region HS	72
George Jenkins HS	67
Ridge Community HS	67
Lakeland HS	64
Haines City HS	64
Auburndale HS	62
Kathleen HS	62
Winter Haven HS	59

When measuring achievement on state tests, LWHS performed adequately when compared with similar schools. This is particularly noteworthy since, for each of the past two years, about 75% of incoming freshmen performed at Level 1 or 2 on FCAT Reading in the 8th grade at our feeder schools.

Tables 6 and 7 show a comparison of LWHS to the comparable schools within the PCSB school system on the FCAT Reading Assessment for the 2005-2006 school year and for the 2006-2007 school year.

Table 6 - FCAT Reading 2005-2006

School	% meeting high standards	% making learning gains	% of lowest 25% making learning gains
Lake Wales HS	24	42	43
Kathleen HS	25	41	47
Mulberry HS	34	48	53
Ridge Community HS	25	44	54

Lake Wales High School's performance was close to that of Kathleen and Ridge Community for the 2005-2006 school year.

Table 7 - FCAT Reading 2006-2007

School	% meeting high standards	% making learning gains	% of lowest 25% making learning gains
Lake Wales HS	25	48	51
Kathleen HS	27	43	51
Mulberry HS	31	49	56
**Ridge Community HS	27	43	45
*Bartow HS	39	46	39
*STAR Charter	N/A	N/A	N/A

*These schools were added by PCSB as of June 13, 2007.

**This school was removed by PCSB as of June 13, 2007.

For the 2006-2007 school year, the performance of LWHS was similar to KHS on achievement level, but exceeded both KHS and BHS in learning gains. LWHS improved its own performance from the previous year in all three categories.

Tables 8 and 9 show a comparison of LWHS to the comparable schools within the PCSB school system on the FCAT Math Assessment for the 2005-2006 and 2006-2007 school years.

Table 8 - FCAT Math 2005-2006

School	% Meeting High Standards in Math	% Making Learning Gains in Math
Lake Wales HS	53	67
Kathleen HS	57	65
Mulberry HS	63	71
Ridge Community HS	46	60

LWHS had a greater percentage meeting the achievement standard than Ridge Community, and exceeded both Ridge Community and Kathleen in learning gains.

Table 9 - FCAT Math 2006-2007

School	% meeting high standards	% making learning gains	% of lowest 25% making learning gains
Lake Wales HS	56	76	78
Kathleen HS	58	69	64
Mulberry HS	63	74	73
**Ridge Community HS	53	69	68
*Bartow HS	63	73	75
*STAR Charter	N/A	N/A	N/A

*These schools were added by PCSB as of June 13, 2007.

**This school was removed by PCSB as of June 13, 2007.

For the 2006-2007 school year, the performance of LWHS was similar to that of Kathleen in achievement level, and exceeded all of the comparable schools in both learning gains categories. LWHS improved its own performance from the previous year in all three categories.

Tables 10 and 11 show a comparison of LWHS to the comparable schools within the PCSB school system on the FCAT Writing Assessment for the 2005-2006 and 2006-2007 school years.

Table 10 - FCAT Writing 2005-2006

School	% Meeting High Standards in Writing
Lake Wales HS	77
Kathleen HS	69
Mulberry HS	80
Ridge Community HS	63

LWHS exceeded the percentage of students meeting the writing standard at both Kathleen and Ridge Community for 2005-2006.

Table 11 - FCAT Writing 2006-2007

School	% Meeting High Standards in Writing
Lake Wales HS	83
Kathleen HS	76
Mulberry HS	80
**Ridge Community HS	69
*Bartow HS	87
*STAR Charter	N/A

*These schools were added by PCSB as of June 13, 2007.

**This school was removed by PCSB as of June 13, 2007.

A higher percentage met the writing standard for 2006-2007 at LWHS than at any other comparable school but Bartow.

Tables 12 and 13 compare data for LWHS and the district from the FCAT science test administered for the 2005-2006 and 2006-2007 school years.

Table 12 - FCAT Science 2005-2006

Lake Wales High School	19% of our juniors met the State Standard in Science
District Average	27% of district juniors met the State Standard in Science.

Table 13 - FCAT Science 2006-2007

Lake Wales High School	24% of our juniors met the State Standard in Science.
District Average	26% of district juniors met the State Standard in Science.

Per our goal as stated in the 2004-2007 Accountability Plan for LWHS, we performed within 20% of the district average. LWHS also improved its performance in science by 5% in the past year. Table 14 shows LWHS' performance on FCAT Science has exceeded that of all of our comparable schools except MHS.

Table 14 - FCAT Science 2006-2007

School	% Meeting High Standards in Science
Lake Wales High School	24
Kathleen High School	21
Mulberry High School	36
**Ridge Community High School	22
*Bartow High School	18
*STAR Charter	N/A

*These schools were added by PCSB as of June 13, 2007.

**This school was removed by PCSB as of June 13, 2007.

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

Through the development of Lake Wales High School as a component of Lake Wales Charter Schools, many academic programs beyond the scope of FCAT have been initiated and have bred success.

Prior to charter conversion, LWHS offered only three small AP courses. Students are now given many chances for achievement through the offering of several Advanced Placement courses such as AP Calculus AB, AP Calculus BC, AP Chemistry, AP

Biology, AP Environmental Science, AP Physics, AP Literature, AP Language and AP American History. We also have created a Pre-AP course in English. This course better prepares higher level sophomore students for the junior and senior level AP English courses. Enrollment in Pre-AP mathematics courses is strong, and the AP program continues to grow. Students have performed well in these areas of Advanced Placement as the data in Table 15 shows.

Table 15 - Advanced Placement Calculus AB Test Results (2005-2006)

SCHOOL	# TAKING EXAM	# SCORING 3 OR ABOVE	% SCORING 3 OR ABOVE
Lake Wales	15	14	93%
Lakeland	29	27	93%
International Bacc.	49	31	63%
George Jenkins	13	7	54%
Winter Haven	48	18	38%
McKeel Academy	6	2	33%
Kathleen	15	4	27%
Mulberry	9	2	22%
Bartow	15	3	20%
Lake Region	16	3	19%
Auburndale	7	1	14%
Lake Gibson	10	1	10%
Fort Meade	2	0	0%
Frostproof	3	0	0%
Haines City	14	0	0%
Harrison Arts	0	0	0%
Ridge Community	6	0	0%
<i>District</i>	257	113	44%

The data above shows that district-wide, LWHS was one of two schools achieving the highest percentage of students scoring three or above on the AP Calculus AB Exam. The previous year, LWHS was the single highest school.

In addition to high achievement on the AP Calculus AB Exam, LWHS also earned a passing rate of 80% on the AP Calculus BC Exam; a course in which only 24 students district-wide were enrolled. Of the 24 students enrolled district-wide, 13 LWHS students passed the exam, representing 62% of students passing for all of Polk County.

LWHS began offering second year calculus during the 2005-2006 school year with 10 students. We are proud to state that no other school in Polk County offers a full class of AP Calculus BC. Our honors math program has dramatically increased its enrollment and is rapidly expanding. For the 2007-2008 school year, enrollment is at 160 students in pre-calculus and 75 students in AP Calculus AB and BC. AP enrollment in the sciences and English are expanding as well. We expect to have at least 100 students enrolled in AP Calculus in the 2008-2009 school year. Table 16 lists the results for AP English for LWHS and its comparable schools.

Table 16 - 2005-2006 AP English Results (2005-2006)

SCHOOL	# tested	English Language # passed	percent passed
Lake Wales HS	11	2	18%
Mulberry HS	14	2	14%
Kathleen HS	11	0	0%
Ridge Community HS	38	0	0%
SCHOOL	# tested	English Literature # passed	percent passed
Lake Wales HS	24	7	29%
Kathleen HS	6	1	17%
Mulberry HS	18	2	11%
Ridge Community HS	12	1	8%

When compared with our comparable schools (as defined by the PCSB), LWHS performed well in all areas of the SAT while testing substantially more of its population, as reported by the Polk County Schools Summary of SAT High School Report – August 2006 (see Table 17).

Table 17 - Summary of SAT High School Report – August 2006

School	# Tested	Critical Reading	Math	Writing
Lake Wales HS	97	449	483	451
Kathleen HS	58	441	454	411
Mulberry HS	54	444	455	443
Ridge Community HS	39	410	391	390

Data taken from Polk County Longitudinal SAT Data, SAT Reasoning Test Mean Scores 2005-2006

LWHS produced 11 Superintendent Scholars in the 2006-2007 school year. Many high schools in Polk produced three or fewer scholars during this year. LWHS had more Superintendent Scholars this year than all of our comparable schools combined. Bartow produced three scholars; Kathleen and Mulberry each had none.

To better meet the needs of our students, LWHS has developed a partnership with Polk Community College to provide dual enrollment courses on our high school campus taught by PCC faculty. Psychology and Humanities courses have been offered. These options will increase with the opening of the PCC branch campus in downtown Lake Wales. LWHS now offers on-site dual enrollment Engineering credits through UCF beginning with the 2007-2008 school year.

In addition to higher level and dual enrollment courses, LWHS focuses on the future of all students. As part of the A++ plan, our school prepares students for college and the workforce. All incoming 9th grade students are enrolled in a nine-week Career Research class in which career paths are discussed and explored. Each student is encouraged to choose a path they may follow through the course of their four years at the secondary level, academic or vocational. In an effort to prohibit students from conducting a random sampling of vocational programs, they are encouraged to enroll in the prerequisite courses and continue through the program. For example, students wishing to enroll in a culinary program are advised to take three consecutive courses in the culinary arts department.

We also have contracted with a consultant to assist students in identifying, exploring and pursuing career, financial aid, and scholarship options. This consultant is dedicated to helping students explore options and complete the necessary steps involved in obtaining their future goals.

Lake Wales High School has developed an FCAT Performance Plan for the 2006-2007 school year and years to follow. Our strategies to increase student performance are listed below:

1. We have implemented an Instructional Focus Calendar. This tool integrates the benchmarks on the FCAT Reading and Math test into our curriculum school-wide.
2. We have implemented school-wide mini-assessments on the FCAT benchmarks throughout the year. Data compiled for the mini-assessments will assist us in determining the instructional needs of our students to prepare for the FCAT.
3. We offer a Saturday Academy following each mini-assessment and encourage all students to attend. Incentives for the students include breakfast and drawing for prizes for those in attendance. We also encourage our parents to attend so they may learn about the benchmarks on the FCAT as well.
4. We have implemented the KAPLAN Achievement Planner. This program assesses students based on the benchmarks of the FCAT and provides teachers with valuable student data and resources. Over the course of each school year, LWHS students will be assessed three times using this program.
5. All of our 9th and 10th grade students scoring at Level 1 or 2 and a significant portion of our 11th and 12th grade students who have not passed the Reading part of the FCAT will use the READ 180 program for their Intensive Reading Curriculum. Those upperclassmen who are not served by our 400 READ 180 Enterprise edition licenses are served with other forms of intensive reading instruction.
6. The teachers at LWHS are receiving additional staff training in the areas of differentiated instruction, various reading strategies, KAPLAN Achievement Planner, strategies for instruction on the FCAT standards including using and grading short and extended response type questions for classroom assessment and using the Polk County IDEAS data program.

In addition to these strategies, LWHS has expanded its ability to meet the needs of Exceptional Education students. In the first year of charter conversion, LWHS became an inclusion school. The majority of our growing ESE population is made up of standard diploma seeking students who are served in regular education classrooms with co-teaching and support facilitation in-class support. We have seven ESE co-teachers and two paraprofessionals to assist our ESE students with the instruction they receive in their regular education classes. The entire staff has received inclusion training. LWHS had the highest numbers for inclusion of all Polk County high schools during the 2006-2007 school year. Resource classes and other ESE services are provided when appropriate.

LEP students are better served through the addition of a regular ESOL classroom teacher and mini-lab. No ESOL program existed at LWHS prior to conversion.

LWHS has exceeded the requirements of the class size amendment (Amendment 9) with an average of 23.5 for the 2005-2006 school year and an average of 23.1 for the 2006-2007 school year.

LWHS has increased the percentage of AYP criteria met each year. Prior to conversion, LWHS met 63% of AYP criteria. During the first year as a charter school, LWHS met 73% of AYP criteria, and increased to 77% for this past year. Lake Wales High School has met the graduation criteria for AYP in each of the past three years. Of the 12 traditional Polk County high schools, only two achieved a higher percentage of AYP (79%) than the 77% achieved by LWHS in 2005-2006. LWHS again met 77% of AYP for 2006-2007 with only one school achieving a higher percentage in Polk County.

Table 18 shows a comparison of the performance of LWHS during the year prior to conversion (2003-2004) and the current year (2006-2007). It is important to note that the standards for receiving a school grade have been changed twice in the past 3 years since charter conversion at LWHS. ESE and LEP students were not included in the calculations of learning gains for the 03-04 school year and the level was raised for demonstrating proficiency in writing beginning with the 04-05 school year. Also, Science achievement scores and percent of lowest 25% making learning gains in math were added this year, along with a grading scale requiring an additional 115 points to be earned with these two new components.

Table 18

School Year	School Grade	% Meeting Reading Standards	% Meeting Math Standards	% Meeting Writing Standards	% Making Reading Gains	% Making Math Gains	% Making Gains for Lowest 25%
2006-07	C	25	56	83	48	76	51
2003-04	C	28	56	84	44	70	46

This data, along with an understanding of the changes in the school grade standards, show LWHS making strides under more stringent requirements and with an increase in our free and reduced lunch population from 43% in 2003-2004 to 52% in 2006-2007.

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 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, Lake Wales High School 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 are 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. In June of each year the school administration, CFO and Superintendent present a new fiscal operating budget to the LWCS Trustees for approval. After the October survey period, a budget revision is prepared to recognize changes in personnel and student FTE projections. The Superintendent and CFO provide the Trustees with a monthly income and expense statement showing budget to actual by charter school site and in a consolidated format. 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 (which 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 a 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.

Lake Wales High School along with the other LW charter schools started operations on July 1, 2004 without a reserve balance. As a conversion charter school Lake Wales High School ended its first year of operations with a fund balance totaling \$581,839. In year two the Trustees and administration were committed not only to sustaining the self-supporting financial operations at Lake Wales High School through a disciplined budget, but also achieving higher academic standards through investments in classroom technology and instructional personnel. The high school redirected funds to three of the elementary schools, invested significant amounts in computers and electronic equipment and also increased its unreserved fund balance to just over \$762,000 as of June 30, 2006.

The fund balance ratio of 11.4% for Lake Wales High School exceeds the reserve recommended in its three year contract. The approved budget plan for fiscal year 2008 projects an operating surplus of \$57,000, establishing a unreserved fund balance at Lake Wales High School of 11.0% of expenditures. Selected financial information is shown in Table 19.

Table 19 – Lake Wales High School

	FY05	FY06	FY07
FTE Funded Enrollment	1,349	1,365	1,369
Staffing FTE	108.0	113.0	120.0
Net Change in Unreserved Fund Balance	\$581,839	\$180,317	117,000
Unrestricted Fund Balance, 6/30	\$581,839	\$762,156	\$879,000
Total GF Expenditures	\$6,863,128	\$8,218,625	\$8,462,000
Fund Balance as a % of Expenditures	8.5%	9.3%	10.4%

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. Lake Wales High School has received supplemental funds through the Foundation in support of the following programs:

- \$33,000 in funding for a Science Lab at Lake Wales High School
- \$6,600 in support of instructional field trips

2B. Is enrollment stable and near capacity?

Lake Wales High School is a public high school serving students in grades 9 through 12. Currently, LWHS does not have a waiting list. Table 20 shows the demographics of our students prior to conversion, for the last two years, and includes our most recent student demographics for the 2006-2007 school year.

Table 20

School Year	2003-2004 Prior to Conversion	2004-2005	2005-2006	2006 – 2007
Total Number of Students	1,375	1,413	1,385	1,401
Ethnicity				
White	58.6%	56.1%	56.3%	55.2%
Black	31.8%	31.0%	29.8%	30.3%
Hispanic	8.8%	11.9%	12.3%	13.6%
Asian	.4%	.4%	.6%	.4%
Am. Indian	.1%	.2%	.4%	.2%
Multiracial	.2%	.5%	.6%	.3%
Gender				
Female	49.8%	49.9%	49.0%	48.1%
Male	50.2%	50.1%	51.0%	51.9%
Other Student Data				
Disabled	16.8%	16.3%	15.1%	15.7%
Economically Disadvantaged	41.8%	33.8%	48.2%	47.1%
LEP	2.9%	3.2%	2.6%	2.9%

The average FTE (October and February combined) for 2004-2005 was 1,345. The average for 2005-2006 was 1,365. The average for 2006-2007 was 1367.

In an attempt to maintain our current population, we have implemented a very successful alternative education program on-site, as detailed later in this document.

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

LWHS 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 monthly work sessions and board meetings. Dates for the monthly meetings are scheduled annually and approved by the board.

The board has chosen to hire a superintendent to oversee the five member schools of the LWCS as well as a central office staff. The central office staff includes the 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. The board also has approved procedures for parent and staff grievances, hiring/relocation policies and procedures for securing and maintaining highly qualified teachers, and the use of the employee evaluation system approved for use by the State of Florida and the Polk County School Board.

LWHS has an active Academic Foundation and SAC committee. Annually LWHS conducts both the PCSB Parent/Teacher survey and the LWCS Parent/Teacher/Student survey. LWHS has performed exceptionally well in both surveys and the results are attached.

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

The professional staff at LWHS is competent and resourceful. Table 21 shows the number of professional staff members and the number of newly hired staff members.

Table 21 - Professional Staff

School Year	Instructional Staff	New Instructional Staff	Admin Staff	New Admin Staff	Total Professional Staff
2004-2005	77	21	3	2	80
2005-2006	82	17	4	2	86
2006-2007	90	14	4	1	94

Table 22 shows the percentage of teachers at each degree level. We have increased the number of teachers with a master's degree by almost 10% from the 2005-2006 school year to the 2006-2007 school year.

Table 22 - Percentage of Teachers by Degree Level

School Year	% Bachelor's	% Master's	% Specialist	% Doctorate
2004-2005	75.80%	22.60%	1.60%	0%
2005-2006	80.30%	18.00%	1.60%	0%
2006-2007	71.60%	27.40%	0.00%	0%

Table 23 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. LWHS has increased our percentage of in-field teachers by 17.9%.

Table 23 - 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	LWHS	84.2%	15.8%
	District	80.0%	20.0%
	State	94.5%	5.5%
2005-2006	LWHS	68.1%	31.9%
	District	78.9%	21.4%
	State	92.6%	7.4%
2006-2007	LWHS	86%	14%

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 Accountability Plan Progress Report that is attached. In an effort to increase student achievement in the area of reading, we have implemented several strategies as stated in our progress report.

Staff evaluations were conducted over the last two years in accordance with PCSB Staff Evaluation Procedures and 100% of the staff has received at least satisfactory ratings. Please see Opening Site Visit reports and independent audit reports for documentation that evaluations have been performed. Samples are available upon request as well.

On-going Staff Development

The staff at LWHS has successfully completed several in-service trainings in the past three years covering a wide range of topics. Teachers have learned various reading strategies that have been implemented across the curriculum. We have a very involved Literacy Coach who works with all teachers on reading strategies for their particular courses.

To increase the achievement of our exceptional student population, LWHS became an inclusion school in January of the 2004-2005 school year. We encourage a majority of our ESE students to take the coursework that is required for a standard diploma. We provide inclusion co-teach courses in most of our 9th and 10th grade academic classes. To prepare our staff for this instruction model, LWHS teachers received approximately 12 hours of training from the Florida Inclusion Network. Follow-up activities were included as part of the training.

This past July, teachers returned three days early for a training retreat. During the retreat, we participated in team building activities and learned different strategies for differentiated instruction. The administration presented an overview of our FCAT scores,

school grade and AYP information, and our goals to improve student achievement. The retreat was a very rewarding experience as we built staff camaraderie and created a common focus on our goals and expectations for the 2006-2007 school year. This also provided our teachers with an opportunity to spend quality time preparing their classrooms during the pre-planning days, which is usually a time when staff trainings and meetings are conducted.

The teachers at Lake Wales High School have received extensive training on how to access and utilize the PCSB's IDEAS program on student data. This has proven to be an instrumental tool for the teachers to identify areas of strengths and weaknesses in their students.

The KAPLAN program was implemented at the beginning of the 2006-2007 school year to provide teachers with valuable student data to use as we work to improve student achievement. All students were tested with the baseline tests and our teachers received training on the KAPLAN Achievement Planner and using their student data.

During the 2006-2007 school year, our teachers and administrators took a mini- FCAT assessment. This included a 45 minute FCAT Reading test and a 45 minute FCAT Math test. This exercise let all teachers experience a smaller version of the FCAT to create an awareness of the challenges our students face. Following the FCAT assessment, teachers and administrators were trained on the short and extended response rubric. This rubric will be used for the assessments given in the classroom during the course of the year.

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

3A. Have the school's program 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. Additional references to program elements and our performance are contained within the response to 4A and within the Accountability Plan progress report.

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

Special Education:

- **Meeting the needs of disabled students enrolled at Lake Wales High School -** ESE students at LWHS have been provided programs implemented in accordance with federal, state and local policies and procedures, (or other State approved 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. LWHS has delivered all educational and related services indicated on the student's Individual Education

Plan (IEP). 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 Polk County Schools ESE Department. Mental Health Services are contracted with Winter Haven Hospital/Sweet Center.

Charter schools in Polk County are given their share of IDEA funding based on the October ESE student FTE count. This means that we have control over how the IDEA funds are spent and allows us to appropriately plan for the ESE population needs at our school only. This was not the case before we became charter. Our charter system also has the services of an ESE Coordinator who communicates with Polk County ESE to assure compliance regarding ESE & issues.

- **Information regarding special education staffing~**

Polk County 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. Polk County ESE has provided a Staffing Specialist to serve as the Local Education Agency (LEA) Representative. The Staffing Specialist has conducted initial placement IEP meetings as well as provided compliance training for our teachers. Our ESE teachers have taken the Excent and Matrix Trainings offered by Polk County ESE department.

- **Numbers of students receiving special education services~**

School Year	Number of ESE Students	ESE Instructional Staff	ESE Non-Instructional Staff
2004-2005	285	5-Resource/Sep. Class 2-Inclusion 1- EMH/TMH 1- Gifted Itinerant	2 ESE VE Paras 1 ESE Self-contained Para
2005-2006	269	3-Resource/Sep. Class 4- Inclusion 1- EMH/TMH 1 – Gifted Itinerant	0 ESE VE Paras 2 ESE Self-contained Para
2006-2007	294	3-Resource/Sep. Class 6- Inclusion 1 EMH/TMH 1 – Gifted Itinerant	2 ESE VE Paras 2 ESE Self-contained Para

- While the ESE enrollment has steadily increased over the past three years, the number of withdrawals has remained steady. Most of the movement consists of ESE students moving to and from other Polk County schools in and out of LWHS for reasons common to all Polk County schools.

During the spring of the 2004-2005 school year, LWHS became a full inclusion school. The vast majority of our ESE students now pursue a standard diploma

with significant classroom support. The ESE staff now includes seven full-time inclusion teachers who co-teach alongside certified regular education teachers in the core academic classes. Support facilitation also is available from paraprofessionals strategically placed throughout academic classrooms. While LWHS still offers resource classes for those whose needs can best be met on the special diploma track, LWHS currently has the highest percentage of special needs population students pursuing a standard diploma of any school in Polk County.

- **Overview of ESE services~**

For the past three years, including this school year, LWHS has provided extra support to the ESE students using a variety of models such as Consultative, Inclusion, Resource and Separate Class. These models are based upon the Least Restrictive Environment (LRE). The majority of our students are served either through the inclusion model or a resource model. In the future we would like to serve as many students as possible in the Inclusion Model. We also have had the services of an itinerant Gifted Teacher who serves our gifted population weekly. A Hospital/Homebound teacher is available when students meet eligibility criteria for that program. For the 2006-2007 school year, LWHS served 227 students with special needs.

- **Compliance Documentation~**

October FTE, 2006: All IEPs were in compliance

- **State program review audits: None.**
- **Complaints which have been filed against the school with regard to ESE and their findings:**

There have been no complaints filed against Lake Wales High School with regard to ESE.

- **Proposed Expansion or modification of ESE programs and services/future plans for ESE students:**

LWHS is committed to pursuing the goal of 100% of students receiving a standard diploma and will continue to make this option available for every student for whom it is the appropriate choice.

Limited English Proficiency:

- Upon enrollment, all students are issued a Home Language Survey. All students who indicate "yes" on any item are assessed. All who are found to be Limited English Proficient are placed with a full-time ESOL instructor. Prior to Charter conversion, this position was not funded at LWHS.

Student Learning Time:

- LWHS follows the Polk County School Board school calendar on a 4X4 schedule with 90 minute instructional blocks. LWHS also follows the Polk County Student Progression Plan. The school offers before- and after-school tutoring programs, Saturday academies, summer FCAT courses, and summer Adult School courses in math and English. Students from neighboring schools such as Frostproof Middle-Senior High School and Lake Region High School also have been accepted into our summer courses at no charge.

LWCS also offers its own summer academic/recreational program serving grades 3 through 11. The high school students have the opportunity to participate in activities that enhance their reading and math skills as well as earn community service or receive pay as a part of assisting with the planned activities.

State Testing Requirements:

LWHS participates in the state-mandated FCAT for all appropriate grade levels. For more information about the school's FCAT data refer to sections 1A and 1B.

FCAT Percent Tested

School Year	Percent Tested
2006-2007	97
2005-2006	99
2004-2005	99

Student Discipline:

- LWHS uses the PCSB Code of Conduct, which is given to all students and parents at the beginning of each school year. For the 2006-2007 school year, LWHS issued 591 short-term suspensions and 104 long-term suspensions. Most disciplinary action was categorized in the following subcategories: bus misconduct, minor infractions, dress code, abusive language, and insubordination. Several forms of disciplinary action are taken prior to suspension, such as parent contact, lunch detention, Saturday Work Detail, and After-School Work Detail.

PCSB expelled 13 students on recommendation from LWHS during the 2006-2007 school year.

LWHS also operates its own Alternative Education Program to serve students who otherwise might be assigned to the Don Woods Center. By staying on our campus the student will continue to gain access to LWHS teachers, guidance services, and school personnel. Our goal is to keep students on our campus, whenever possible, up through level 7 of the Code of Conduct and to incorporate and teach skills in alternative education, so when a student returns to the classroom, he/she will experience success.

Health and Safety:

- As a conversion charter school, all documents related to fire, health, and building inspections are on file at the PCSB.

During the 2006-2007 school year, there were 36 incidents involving tobacco use or possession, 9 incidents of a dangerous object on campus, 7 incidents of possession of a weapon on campus, 40 students disciplined for fighting, 18 incidents of illegal drugs, and 2 incidents involving sexual harassment. LWHS has seen a significant reduction in disciplinary issues over the past three years. Students have responded to a climate of high expectations and a climate of fair, firm, and consistent discipline.

Legal:

- On August 1, 2006, six former employees from Lake Wales High School filed separate lawsuits against Lake Wales Charter Schools, Inc. (not Lake Wales High School) in Federal District Court, Middle District for Florida, alleging certain violations of the State and Federal Constitution and principles of contract law with regard to the non-continuation of their employment with Lake Wales Charter Schools. Lake Wales Charter Schools has filed its responses to the second amended complaint, is preparing its Motions for Summary Judgment and has agreed to the Judge's request for mediation in October, following taking the depositions of all six employees. We do not believe there is substantial exposure if LWCS does not prevail in these suits. Related EEO claims have been determined to be unfounded and dismissed by the EEOC.

Miscellaneous:

- Technology
LWHS has invested very heavily in technology both in hardware and software. Among the more significant investments are: 30 Promethean interactive white board systems, 400 licenses of READ 180 Enterprise Edition, a school-wide computer lab, a wireless laptop mobile lab, numerous classroom mini-labs, an ESE lab, 2 business computer labs, Safari Montage streaming video, campus-wide wireless network, staff computers, laptops, equipment, graphing calculators, Pasco science probe equipment, a poster printer, and TV production equipment. LWHS is in the process of installing a new phone system that will place a phone extension in every classroom.
- Subpoenas
Occasionally, we are 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 both to our principal and to the Charter School Lawyer immediately. The Charter School Lawyer is immediately called to be made aware of the subpoena and that it has been sent to the Central Office for his prompt attention. 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. If clarification is necessary, the Lawyer makes telephonic inquiry. The purpose of the procedure is to assure timely and thorough compliance, whether the subpoena is to secure information from an employee or in the form of documents to be transmitted (duces tecum). If the employee is no longer a charter employee, such immediate response is provided, with an indication of any known new address. If portions of the information cannot be provided because it is in some way protected, documents are sent with the inappropriate information redacted. Following this procedure to date has resulted in complete satisfaction of every subpoena request.

It is LWCS policy that our schools maintain an education system free from discrimination on the basis of race, sex, religion, marital status or any other proscribed basis under state and federal laws. Our contracts, our dealings with personnel methods of operation, our Codes, and our policies all guarantee our employees and the public that we operate discrimination-free. As a result, there has only been one challenge of discrimination to the High School over the past three years, and, as stated, that was dismissed by the EEOC as unfounded.

The principal of LWHS has received a letter of commendation from PCSB in regards to a diversified staffing of the school.

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

4A. What has the school learned during its first term about the strengths and weaknesses of its charter, and what changes in the charter does this experience suggest?

While our initial charter has served us well, there are numerous areas in which we have far exceeded the original goals stated in the application. For example, our initial charter referred to the use of the Jamestown Reading Series for reading instruction. While we have used Jamestown, the bulk of our reading initiative now consists of 6 full-time reading teachers using 400 licenses of Read 180 and other materials, in addition to Jamestown. These teachers also have Promethean boards, mini-computer labs and much more at their disposal.

Another example would be the mention in the original charter of a Gold Ticket awards program. This small-scale program has been far eclipsed by an incentive program that gave away laptop computers, flat screen TVs, I-Pods, and much more for students who faithfully attended Saturday Academies. Students were taken to Busch Gardens, and received many other awards for demonstrating learning gains.

Technology goals, AP course plans, plans for the Arts and others have all grown and succeeded far more quickly than we could have envisioned just three years ago.

Some areas showed much foresight. During a recent visit from DOE, the representative stated that the Career Path plan in our original charter had begun to address the state's new A++ plan two years in advance.

Other areas are far too broad and general in their references to future plans. Some almost read like a laundry list of things to do. These areas of the charter need to be more narrowly focused for the next five years and represent the current status of LWHS as it is today, not as it was prior to conversion.

LWHS will continue to pursue excellence in the Arts, Athletics, and Academics. With our substantial growth in the Arts, LWHS also will be prepared to accept the finest students from McLaughlin Middle School's Fine Arts program.

For these reasons and many others, the specifics of our original application are in substantial need of clarification and refocusing as we look to the future.

Beginning with the 2007-2008 school year, LWHS will implement an Advisory Program for all students in an attempt to coordinate all the various elements taking place, from the Instructional Focus calendar, to school involvement, attendance, and assessment. The advisory program will become a central point in the focus of our school.

4B. Accountability Plan (attached)

The 2007-2012 Accountability Plan is attached to this document. The accountability plan addresses the goals of the school based on a variety of areas, including FCAT performance. The school focuses on Florida's Sunshine State Standards to meet FCAT performance criteria.

4C. How will the school evaluate and disseminate effective elements of the school's structure or program?

LWHS continuously monitors and reviews student progress and program success. Department level and course level teams meet frequently and a Faculty Senate meets on a regular basis. Committees also have been formed to focus on reading, instructional focus, and others that review data for program effectiveness. The school data also is reviewed by the SAC and the Board of Trustees each year. A Faculty Handbook committee was formed to allow staff significant input into writing their own guidelines and procedures.

As previously mentioned, the KAPLAN achievement planner and the PCSB IDEAS program are used extensively and with great benefit to our staff and students in preparing for instruction and evaluating student progress. Frequent mini-assessments coordinated with our Instructional Focus Calendar also help to identify student needs.

FCAT scores and school grade data also provide feedback for both student and program success. The results are reviewed for individual students as well as by disaggregated groupings and for various classrooms and subjects. 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, targeted staff development, if needed, and to redirect budget priorities and staff assignments as needed.

LWHS maintains its own website, in addition to the LWCS website, publishes a parent newsletter at least once per semester, and holds parent informational meetings. LWCS also produces an Annual Report that features LWHS. LWHS is also the host site for the annual Lake Wales Charter Schools Expo that is open to the public to feature all LWCS charter schools.

4D. What facility or facilities do you plan to use during the term of the next charter?

As a conversion charter school, LWHS will continue to occupy the current campus located at 1 Highlander Way, Lake Wales, Florida, owned by the Polk County School Board. LWHS will continue to invest in the improvement of the LWHS campus as it has for the past three years and we look forward to a continuing positive relationship with the maintenance and facilities staffs at PCSB.

5. Please attach the results of any independent review of the school.

LWHS participates in the PCSB Parent/Staff/Student survey and the LWCS Parent/Staff/Student surveys and they are attached. A maximum possible mean score of 4.0 on the LWCS surveys would indicate that all respondents marked "strongly agree."

Polk County Public Schools recently presented LWHS with a Certificate of Achievement for "outstanding achievement for your school's improvement by one FCAT letter grade.

LWHS Principal, Clark Berry, has received a letter of congratulations from Seth McKeel, District 63 Representative, Florida House of Representatives for the rising academic achievement of LWHS.

APPENDIX
Table of Contents

LWCS Organizational Chart

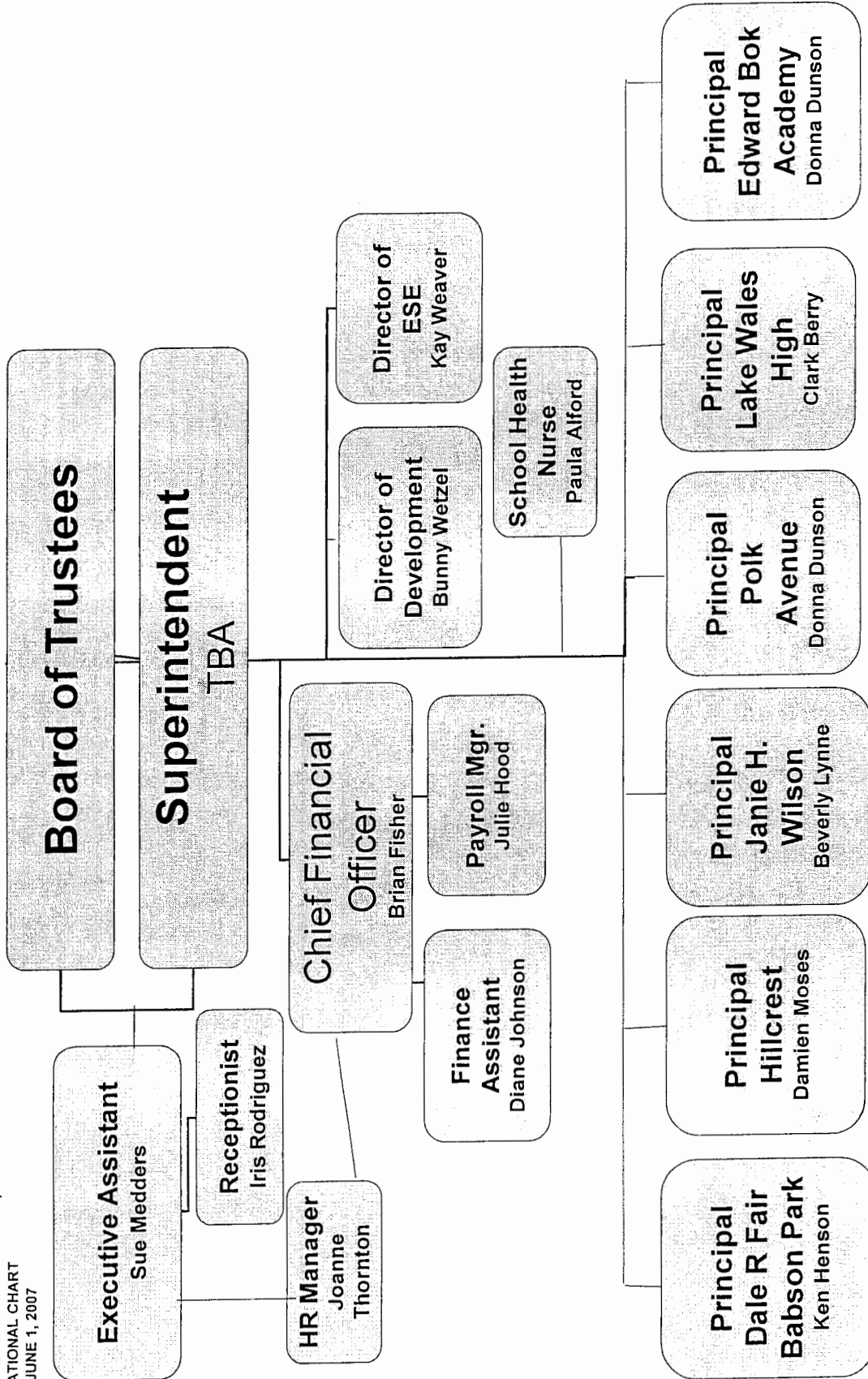
LWCS Board of Trustees Information

PCSB 2007 Parent/Staff/Student survey results
(2007 Staff results were not available from PCSB at time of printing)

LWCS 2007 Parent/Staff/Student survey results

PCSB Certificate of Achievement

Letter from Seth McKeel, Representative, District 63



**LAKE WALES CHARTER SCHOOLS BOARD OF TRUSTEE INFORMATION:
EFFECTIVE 7/1/07**

NAME	ADDRESS	CITY	POSITION	PHONE - WORK	PHONE - HOME	EMAIL
Robin Gibson	212 E. Stuart Avenue	Lake Wales, FL 33853	Trustee	676-8584	676-6122	r.gibson@qvalawyers.com
Clinton Horne	507 Polk Ave. E.	Lake Wales, FL 33853	Vice Chairman	679-8091	678-9612	Chorne36@aol.com
Gail Crum	204 Mountain Dr.	Babson Park, FL 33827	Trustee	678-4664	638-1108	gail.crum@polk-fl.net
Terry Howell	611 Carver Dr.	Lake Wales, FL 33853	Trustee	678-4262	605-0323	terrye.howell@polk-fl.net
Alexandra Denmark	151 Central Avenue E	Lake Wales, FL 33853	Trustee	679-6560	679-6560	cdenmark@polksheiff.org
David Ullman	1316 S. Highland Park Dr.	Lake Wales, FL 33898	Trustee	676-7981	676-7081	david.ullman@bticpa.com
Joyce Otte	919 Campbell Ave.	Lake Wales, FL 33853	Chairman	679-8045	679-8045	Joyce.otte2@verizon.net

Joyce Otte - Chair

Clinton Horne - Vice-Chair

Joyce Medders - Corporate Secretary

679-6560

smedders@lwcharterschools.com

06-07 SUCCESSFUL SCHOOLS SURVEY ** PARENT ** ALL SCHLS

RESULTS SUMMARIZED BY EFFECTIVE SCHOOLS CORRELATES

	RESPONSE BY OPINION			DK	PERCENTAGE			AVG	
	SAGR (+2)	AGR (+1)	DISAG (-1)		SAGR	AGR	DISAG		SDISAG (+2 TO -2)
1 SAFE AND ORDERLY LEARNING ENVIRONMENT (ITEMS 1-5)	68	138	20	35	29.6	60.0	8.7	1.7	+1.07
2 HIGH EXPECTATIONS (ITEMS 6-9)	65	113	12	21	34.0	59.2	6.3	.5	+1.20
3 INSTRUCTIONAL LEADERSHIP (ITEMS 10-13)	33	106	12	58	21.4	68.8	7.8	1.9	+1.00
4 CLEAR SCHOOL MISSION (ITEMS 14-17)	45	122	14	29	24.6	66.7	7.7	1.1	+1.06
5 OPPORTUNITY TO LEARN -- TIME ON TASK (ITEMS 18-21)	52	110	18	29	28.4	60.1	9.8	1.6	+1.04
6 FREQUENT MONITORING OF STUDENT PROGRESS (ITEMS 22-25)	33	75	26	72	23.6	53.6	18.6	4.3	+0.74
7 HOME/SCHOOL/COMMUNITY RELATIONSHIPS (ITEMS 26-31)	54	143	42	71	21.9	57.9	17.0	3.2	+0.78

NUMBER OF RESPONDENTS 53

WEIGHTED AVERAGE +0.99

	RESPONSE BY OPINION		PERCENTAGE		AVG (+2 TO -2)
	SAGR AGR (+2) (+1)	DISAG SDISAG DK (-1) (-2)	SAGR AGR	DISAG SDISAG	
1 I FEEL SAFE WHEN AT SCHOOL	42	77	12	7	28
2 MY THINGS ARE SAFE AT SCHOOL	17	37	55	28	29
3 SCHOOL RULES ARE FAIRLY ENFORCED AT MY SCHOOL	25	75	28	9	29
4 SCHOOL BUILDING IS GENERALLY BRIGHT, CLEAN, & IN GOOD REPAIR	24	73	29	15	25
5 SCHOOL GROUNDS ARE CLEAN AND WELL KEPT	33	81	15	10	27
6 THE SCHOOL STAFF BELIEVE THAT I CAN LEARN AND ACHIEVE	52	67	11	6	30
7 TEACHERS EXPECT ALL STUDENTS IN THE SCHOOL TO TRY THEIR BEST	59	65	9	6	27
8 SCHL EXPECTS ALL STDTS TO ACCEPT RESPONSIBILITY FOR LEARNING	56	79	4	4	23
9 I AM GIVEN CHALLENGING WORK AT SCHOOL	41	82	12	7	24
10 AT MY SCHOOL, TEACHERS & ADMINISTRATORS WORK AS TEAM	37	71	9	6	43
11 PRINCIPAL RESOLVES DISCIPLINE ISSUES USING CODE OF CONDUCT	33	66	9	6	52
12 PRINCIPAL HELPS MAKE MY SCHOOL A GOOD LEARNING PLACE	37	80	9	10	30
13 PRINCIPAL MAKES DECISIONS THAT IMPROVE STDT LEARNING @ SCHL	26	86	11	5	38
14 AT MY SCHOOL THE MAIN FOCUS IS ON HELPING STUDENTS LEARN	38	75	19	6	28
15 TEACHERS AT MY SCHOOL ARE COMMITTED TO HELPING ME SUCCEED	40	79	16	4	27
16 THE PURPOSE AND GOALS OF MY SCHOOL ARE CLEAR	30	82	16	6	32
17 MY SCHOOL IS HELPING TO PREPARE ME FOR FUTURE CHALLENGES	42	80	16	8	20
18 THE SCHL PROVIDES ME WITH VARIETY OF PROGRAMS AND SUBJECTS	46	78	18	5	19
19 STDTS SPEND MORE TIME ON ACADEMICS THAN ON OTHER ACTIVITIES	23	43	38	19	43
20 MY TEACHERS HELP ME LEARN	38	97	11	6	14
21 ADDITIONAL TIME TO LEARN IS GIVEN TO ME WHEN NEEDED	28	74	29	14	21
22 I GET FREQUENT REPORTS ON HOW WELL I AM LEARNING	22	68	42	9	25
23 I UNDERSTAND HOW I AM PROGRESSING IN SCHOOL	31	96	18	3	18
24 MY PARENTS ARE AWARE OF MY PROGRESS IN SCHOOL	52	69	16	8	21
25 TEACHERS QUICK TO SEE/HELP ME WHEN I STRUGGLE W/ SCHL WORK	27	62	30	15	32
26 MY PARENTS CONTACT MY TEACHERS WHEN NEEDED	26	51	31	11	47
27 PARENTS SHARE THEIR IDEAS TO MAKE THINGS BETTER AT MY SCHOOL	16	29	38	11	72
28 I BELIEVE MY PARENTS FEEL WELCOME AT MY SCHOOL	22	58	11	6	69
29 OPPORTUNITY TO PARTICIPATE IN COMMUNITY ACTIVITIES PROVIDED	29	78	15	8	36
30 I SEE PARENTS INVOLVED AT MY SCHOOL	19	60	24	18	45
31 COMMUNITY MEMBERS ARE INVOLVED AT MY SCHOOL	15	51	19	12	69

NUMBER OF RESPONDENTS 166

WEIGHTED AVERAGE +0.74

06-07 SUCCESSFUL SCHOOLS SURVEY ** Student ** ALL SCHLS

RESULTS SUMMARIZED BY EFFECTIVE SCHOOLS CORRELATES

	RESPONSE BY OPINION			PERCENTAGE			AVG (+2 TO -2)			
	SAGR (+2)	AGR (+1)	DISAG (-1)	DK (-2)	SAGR	AGR		DISAG	SDISAG	
1 SAFE AND ORDERLY LEARNING ENVIRONMENT (ITEMS 1-5)	141	343	139	69	138	20.4	49.6	20.1	10.0	+0.50
2 HIGH EXPECTATIONS (ITEMS 6-9)	208	293	36	23	104	37.1	52.3	6.4	4.1	+1.12
3 INSTRUCTIONAL LEADERSHIP (ITEMS 10-13)	133	303	38	27	163	26.5	60.5	7.6	5.4	+0.95
4 CLEAR SCHOOL MISSION (ITEMS 14-17)	150	316	67	24	107	26.9	56.7	12.0	4.3	+0.90
5 OPPORTUNITY TO LEARN -- TIME ON TASK (ITEMS 18-21)	135	292	96	44	97	23.8	51.5	16.9	7.8	+0.67
6 FREQUENT MONITORING OF STUDENT PROGRESS (ITEMS 22-25)	132	295	106	35	96	23.2	51.9	18.7	6.2	+0.67
7 HOME/SCHOOL/COMMUNITY RELATIONSHIPS (ITEMS 26-31)	127	327	138	66	338	19.3	49.7	21.0	10.0	+0.47

NUMBER OF RESPONDENTS 166

WEIGHTED AVERAGE +0.74

Parent Survey Results by School

Lake Wales High

	Year					
	2005		2006		2007	
	Mean	Count	Mean	Count	Mean	Count
I am satisfied with the education my child received this school year.	2.31	34	3.13	114	3.14	50
The building and grounds at my child's school are well maintained.	2.55	34	3.08	114	3.19	50
The administration at my child's school is responsive to his/her needs.	2.40	34	2.96	114	3.09	50
I am pleased with the administration at my child's school.	2.29	34	3.04	114	3.13	50
I feel my child is safe at this school.	2.55	34	2.99	114	2.96	50
My child's teacher notices when my child is struggling in school.	2.47	34	2.83	114	3.02	50
My child's teacher communicates with me regularly about my child's progress in school.			2.25	114	2.12	50
I feel encouraged to share ideas for improvement at my child's school.	2.65	34	2.78	114	2.60	50
There are creative ideas being generated at my child's school.	2.25	34	2.90	114	2.95	50
The LWCS Superintendent shows concern for students, regardless of academic ability.	2.42	34	2.90	114	3.56	50
I am optimistic regarding my child's education.	2.41	34	3.19	114	3.20	50
My child likes attending this school.	2.22	34	3.09	114	3.08	50
My child's teacher is quick to respond when my child is struggling with schoolwork.	2.23	34	2.49	114	2.67	50
The teachers at my child's school are caring and compassionate.	2.32	34	2.80	114	2.86	50
I receive information concerning college or post-secondary opportunities, if applicable, for my child.	2.32	34	2.45	114	2.77	50
I am pleased with the direction of the Lake Wales Charter School System.	2.33	34	2.92	114	3.26	50

Teacher Survey Results by School

Lake Wales High

	Year					
	2005		2006		2007	
	Mean	Count	Mean	Count	Mean	Count
My school's goals are clearly defined.		16		32	3.50	35
Policies and procedures are implemented consistently in my school.		16		32	3.29	35
The quality of education provided to the students of my school is high.	2.54	16	3.37	32	3.34	35
The school's building and grounds are appropriately maintained.	3.00	16	3.34	32	3.46	35
The administration at my school is responsive to the students' needs.	2.77	16	3.56	32	3.54	35
The administration at my school is responsive to the needs of the teachers and staff.	2.75	16	3.35	32	3.63	35
Student behavior and discipline is consistent and fair at my school.	2.11	16	3.34	32	3.49	35
My school continues to make progress in the area of curriculum development.	2.83	16	3.59	32	3.65	35
My school continues to make progress in the area of student achievement.	2.75	16	3.48	32	3.43	35
The administration provides appropriate feedback regarding my job performance.	2.14	16	3.09	32	3.14	35
Relevant professional development opportunities have been available to me this year.		16		32	3.35	35
I have participated in professional development activities that have improved my teaching practice.		16		32	3.37	35
The LWCS Superintendent shows concern for students, regardless of their academic ability.	3.00	16	3.53	32	3.82	35
The LWCS Superintendent is visible at my school.	2.69	16	3.26	32	3.70	35
The LWCS Superintendent sincerely listens when I present a problem.	2.89	16	3.36	32	3.79	35
The LWCS finance office is responsive and professional.		16	3.20	32	3.32	35
The LWCS Superintendent's office staff is responsive and professional.	2.64	16	3.21	32	3.42	35
The LWCS office climate is warm and receptive.	3.11	16	3.41	32	3.47	35

Student Survey Results

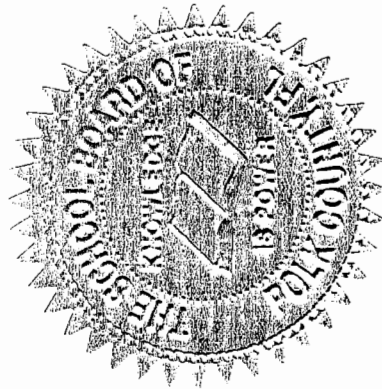
Item Means

	Year					
	2005		2006		2007	
	Mean	Count	Mean	Count	Mean	Count
I feel safe at school this year.	2.44	208	2.68	380	3.14	170
The enforcement of the school rules is fair and consistent.	2.28	208	2.49	380	2.54	170
I receive encouragement from my teachers to excel.	2.40	208	2.57	380	3.06	170
The coursework is interesting and challenging.	2.22	208	2.59	380	2.91	170
I receive additional assistance from my teachers when I need it.	2.46	208	2.75	380	3.13	170
I feel welcome in the classroom.	2.35	208	2.59	380	3.12	170
The school staff work together regularly to improve the campus.	2.19	208	2.69	380	3.01	170
Discipline issues are resolved fairly.	2.13	208	2.18	380	2.50	170
My parents are notified about my progress on a consistent basis.	2.06	208	2.41	380	2.71	170
I know what the requirements are for graduation.	2.72	208	2.67	380	3.31	170
I know my status (where I stand) with respect to the graduation requirements.		208		380	3.14	170
I am given opportunities to participate in extra-curricular activities.	2.43	208	2.70	380	3.17	170
I receive information regarding curriculum choices.	2.25	208	2.50	380	2.83	170
My guidance counselor is available to me.	2.27	208	2.24	380	2.89	170
I receive information concerning college and other post-secondary options.	2.18	208	2.31	380	2.55	170
The Scholarship Coordinator provides useful information to me.		208		380	2.43	170
I believe teachers at this school are more involved with academics than with other activities.	2.19	208	2.58	380	2.69	170
My parents feel at ease visiting the school.	2.07	208	2.41	380	2.93	170
My principal is visible on campus.	1.84	208	2.41	380	3.02	170

Polk County Public Schools

Certificate of Achievement
to
Lake Wales High

In recognition of your outstanding achievement for your school's
improvement by one FCAT letter grade.



Presented this 27th day of July, 2007.

Gail F. McKinzie

Gail F. McKinzie Ph. D., Superintendent of Schools

Margaret A. Lofton

Margaret Lofton, Chairman



Florida House of Representatives

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July 10, 2007

Dear Principal Berry,

Congratulations on the rising academic achievement of your school as recognized by a higher school grade from the Department of Education. Everyone at Lake Wales High School should be proud of the improvement in student performance made during this past school year.

Such academic progress can only be achieved by a team effort from dedicated teachers and staff, involved parents and hardworking students. Your school has proven itself as being a place where learning is paramount and the success of students is the top priority.

Since Florida began awarding letter grades to schools, we have been able to track the progress of our education system and the results have demonstrated continued rising student achievement. While enhancing student performance to meet higher academic standards presents a challenge to schools across the state, your school is a shining example that academic improvement is always within our reach.

Again, congratulations to you, your entire staff and all of the students on this significant accomplishment. I hope you and your staff have a great summer and come back in the fall prepared to continue on the pathway of academic excellence.

If I can assist you with education concerns, or any other issue, please do not hesitate to contact me in the future. I am

Sincerely yours,

A handwritten signature in black ink, appearing to read "Seth McKeel".

Seth McKeel

Councils and Committees:

(Vice Chair) 21st Century Competitiveness Committee – Schools and Learning Council –
Energy Committee – Economic Development Committee